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ISBN 0-315-55467-3

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THE UNIVERSITY OF ALBERTA

LINKAGES AND EFFECTIVENESS OF RELATIONSHIPS BETWEEN THE ALBERTA TEACHERS' ASSOCIATION AND OTHER ORGANIZATIONS

BY

JAMES HOPKINS JEFFREY

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL 1989

THE UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR: JAMES HOPKINS JEFFREY

TITLE OF THESES: LINKAGES AND EFFECTIVENESS OF RELATIONSHIPS BETWEEN THE ALBERTA TEACHERS' ASSOCIATION AND OTHER ORGANIZATIONS

DEGREE: DOCTOR OF PHILOSOPHY

YEAR THIS DEGREE GRANTED: 1989

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ABSTRACT

The primary purpose of the study was to explore the nature, strength and effectiveness of the linkages between a focal organization, The Alberta Teachers' Association (ATA), and 44 member organizations in an interorganizational set. A secondary purpose was to ascertain the utility of the relational-properties approach and Interunit Relations Module of the Organization Assessment Instruments designed by Van de Ven and Ferry (1980).

The dyadic relationships were measured in terms of *context* (the degrees of dependence, awareness, consensus, and domain similarity), *process* (the transactions of resources and information), *structure* (the formalization of the relationships and the distribution of influence), *outcomes* (the perceived effectiveness of the relationships), and resolution of conflict. Examined, in greater depth, were the linkages between the ATA and five of these organizations which have a vested interest in education in Alberta.

Data were gathered by questionnaires, interviews and document examination. Questionnaire rates of response were 87% (N=21) for the ATA, and 80% (N=74) for the other organizations, giving an overall rate of 82% (N=95). The perspectives of participants were obtained for 110 pairwise relationships. To reduce the complexity of the data, the Blau and Scott (1981) *cui bono* typology was employed whereby four types of pairwise relationships could be studied.

The findings indicated numerous differences among the types of relationships in the strengths of the linkage dimensions, and in the extent of conflict resolution and degree of effectiveness. Also, some linkage variables were associated with effectiveness differently for different types of relationships.

Although numerous linkage variables were closely associated with effectiveness (e.g., consensus, ease of communications, and extent of conflict resolution), the

effectiveness of the relationships also depended on the personal warmth or regard that the boundary spanners had for each other.

A conclusion was that the linkage-dimensions approach and the instruments developed by Van de Ven and Ferry are useful for studying relationships in an interorganizational set. The Interunit Relations Module yields data which are valuable for decision-making and research purposes. Also, the Blau and Scott typology is a useful system of classifying organizations.

ACKNOWLEDGEMENTS

I wish to acknowledge my indebtedness to the many individuals who contributed to the successful conclusion of this study. A special debt is owed to the thesis supervisor, Dr. E.W. Ratsoy, for his guidance, encouragement and scholarly counsel at all stages of the investigation. Thanks are extended to the other committee members, Dr. R. Carney, Dr. D. Friesen and Dr. E. Miklos, for their helpful criticism and suggestions throughout the course of the study. The contribution of Dr. A.H. Van de Ven, the external examiner, is also gratefully acknowledged.

Appreciation is expressed to the Alberta Teachers' Association and Dr. B.T. Keeler, former Executive Secretary, whose cooperation made possible the gathering of the essential data.

Special thanks are extended to Mrs. Chris Prokop for her encouragement, advice and tireless effort in the data analysis.

My sincere appreciation is extended to my wife, Anne, and our four children, Charles, Alan, Elizabeth and Alison, for their moral support and inspiration. I am particularly indebted to Anne who assisted me during every phase of the project and without whose help this study would not have come to its happy conclusion. The thesis is a joint effort -- I wrote it and she produced it.

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Chapter 1

INTRODUCTION

From an open systems standpoint, an organization obtains resources and energy from its environment, converts or transforms these resources and energy, and exports finished products or services back to the environment. However, the prevailing abundance and complexity of economic and educational problems increasingly require joint interorganizational planning and programming. Although needed resources, expertise, and motivation may not exist within a single, autonomous organization, they may exist among several organizations or groups. As a result, organizations are increasingly being obliged to establish coordinated relationships with other organizations.

During the past three decades increased attention has been focused on interorganizational relationships, however, "knowledge of the interorganizational field is still at a primitive stage" (Van de Ven and Ferry, 1980, p. 296). According to Hodge and Anthony (1988, p. 201), this rather new field of study indicates the need to be concerned with groupings of organizations rather than with individual organizations. They claim that, "By understanding how and why organizations interact with one another for mutual benefit, we are in a better position to explain why organizations behave as they do."

PURPOSES OF THE STUDY

In the province of Alberta there are several major organizations within the educational community which have developed interdependent relationships with one another and also with other organizations whose major objectives may be related to fields other than education. From the available literature it appears that no research has been conducted to ascertain the reasons for these organizations' being linked, the nature of the linkages, and the degree of effectiveness of the interrelationships.

Van de Ven and Ferry (1980) have put forth a framework for assessing

relationships between two or among several organizations. They believe that their theory may be applied in predicting and explaining the effectiveness of interorganizational coordination. Perhaps the relational dimensions identified and the instruments developed by these authors would be useful for a study of the linkages between a major professional organization and the organizations with which it interacts.

The Statement of the Problem

A major purpose of this study was to examine the external relationships that existed between units of the Alberta Teachers' Association (ATA) and units of selected other organizations. The central problems of the study were stated in the form of seven questions.

1. What are the more important other units (i.e., units of other organizations) to which the ATA units were linked?
2. What are the reasons for the ATA unit-other unit relationships?
3. What is the strength of each of the linkages between the ATA units and the other units?
4. How do the ATA units and the other units in the pairwise relationships deal with disagreements and disputes?
5. What is the perceived effectiveness of the relationships between the ATA units and the other units?
6. What are the important similarities and differences in the linkage dimensions among the various types of ATA unit-other unit relationships?
7. What is the association between the linkage dimensions and the effectiveness of the relationships between the ATA units and the other units?

The fourteen subproblems which were formulated to address the above questions are stated in a subsequent section of this chapter.

A second major purpose was to determine the usefulness of the relational

dimensions approach and the instruments developed by Van de Ven and Ferry (1980) in an interorganizational study of this nature.

JUSTIFICATION FOR THE STUDY

According to Weick (1976), educational organizations are loosely coupled systems with each part largely semiautonomous rather than tightly linked to other parts. Also, education has ambiguous goals, unclear technologies and inadequate resources, and often the motives of its personnel are in conflict. However, Meyer and Rowan (1978) state that loosely coupled educational organizations respond more effectively to pressures and changes in the environment than do organizations that are tightly coupled. Apparently, some form of linkage is implied in the concept of "loose coupling." Therefore, the nature of interorganizational and other linkages which are formed are likely to have important implications for an educational organization in the pursuit of its various goals.

The concept of "linking" appears to possess considerable utility in explaining interorganizational relationships and, thus, is an important area for further research. Several authors, including Van de Ven and Ferry (1980), have identified a variety of linkage dimensions and have developed indicators, for example, for structural and process linkages. They also state that these indicators are measurable and constitute a framework within which interorganizational relationships can be analyzed. Such an analysis may be of use in predicting effectiveness of joint ventures and may facilitate realistic resource allocations and expectations of participants. Further, by identifying the forms of linkages that are effective in particular situations, organizations may be able to raise the level of effectiveness by making appropriate changes in the linkage configurations.

Lawler et al. (1980) identify what they consider to be the most important developmental needs for the field of organizational assessment. Among these needs are the further development of the analysis of cumulating case studies and longitudinal

analysis. However, if assessments are to be cumulative, much more standardization must occur in the area of measurement. Organization assessment greatly needs to develop to the point where the key measures are identified and an efficient process for gathering the measures is established. However, the need for more efficient measurement activity may mean that organizational assessors may have to settle for less measurement reliability and validity than they would normally strive for. An instrument that appears to meet these needs has been developed by Van de Ven and Ferry (1980) who believe it to be useful for research and applied assessment of interorganizational relationships. The indicators of the dimensions embodied in the instrument seem to be a suitable compromise in that they are general enough to be applicable to different types of contractual and voluntary interorganizational relationships and various forms of resource transactions, while being specific enough to explain large proportions of the variations in each type of resource transacted between organizations. Also, the instrument appears to have important practical uses for diagnosing strengths and weaknesses, particularly if used in regular surveys as part of an ongoing program of organization development. These researchers are of the opinion that the generality of application of the instrument needs to be explored.

The Alberta Teachers' Association, which was the focus of the study, is a very important member of the educational community in Alberta. Although perhaps the largest professional association in Alberta, it is not all-powerful and self-sufficient. Susceptible to influence from the other organizations in its environment, it needs to develop and redevelop strategies to deal with these organizations. The findings of this study may be of practical value to the ATA in its interactions with the organizations within its environment.

CONCEPTUAL FRAMEWORK

Van de Ven and Ferry (1980) have proposed a framework for assessing interorganizational relationships. They view an interorganizational relationships as a

social action system and operationally define its characteristics in terms of *process*. *structure*, and *ends*. This view is based on the premise that all interorganizational relationships exhibit the following elements of collective behavior (a) behavior among members is directed toward the attainment of collective and self-interest goals, (b) interdependent processes emerge through the division of tasks and functions among members, (c) an interorganizational relationship can act as an entity and has a unique identity that is separate from its members.

The social structure among the participants is such that an interorganizational relationship can act as an entity and make decisions towards the attainment of the joint self interests of the organizations involved in the relationship. Thus, the implication is that an interorganizational relationship can pursue goals, participate in, and adapt to other more encompassing social systems in much the same way as an autonomous organization. Also, like organizations, interorganizational relationships are not identified by membership, but by their functional goals, role structure and behavior as a social action system. Hence, the appropriate unit of analysis for examining an interorganizational relationship is the interorganizational relationship itself.

Hall (1982) states that there is general agreement that interorganizational relationships are of three basic types: *dyadic*, or *pairwise* which involves two entities; *interorganizational set* where emphasis is on a focal agency and its dyadic relations with other organizations; and *interorganizational network* which focuses on the ties between all organizations in a population. However, Van de Ven and Ferry (1980, p. 298) demonstrate that both the interagency set and network can be regarded "as nothing more than a series of pairwise relations." The dyad, then, is the basic building block for studying interorganizational relationships whereby an understanding of the relational properties between organizations may be achieved.

Van de Ven and Ferry (1980) state that the ends or effectiveness of interagency coordination can be measured. They (1980, p. 417) define the perceived effectiveness of

an interunit relationship as "the extent to which the parties involved subjectively: (1) believe that each unit carries out its commitment; and, (2) feel their relationship is equitable, worthwhile, productive, and satisfying." Thus, the subjective attitudes of the boundary spanners provide the indicators of effectiveness. By intent, the measurement of effectiveness is not regarded from an objective standpoint, except in so far as boundary spanners use objective criteria in formulating their subjective attitudes. Further, the authors maintain that boundary spanners act or behave on the basis of their attitudes or perceptions and not on the basis of some external objective criterion of effectiveness of which, in practice, they may be unaware.

A social action system, to attain its goals as a unit, adopts a structure and a process for organizing the activities of its members. *Structure* refers to the administrative arrangements that are established to define the role relations among members. *Process* is conceptualized as a flow of activities and refers to the direction and frequency of resources and information that actually flow between members. Structure and process, then, constitute the framework within which the dyadic components of any interorganizational set or network can be analyzed. Thus, an interorganizational relationship can be studied by defining and quantifying its dimensions in terms of (a) *process* (resource and information flows), (b) *structure* (formalization, complexity, centralization, and intensity, and (c) *ends* (perceived effectiveness of interagency relationships). Table 1.1 displays in summary form the dimensions and indicators for each category of dimensions.

Van de Ven and Ferry (1980) identify six situational factors (resource dependence; response to problem, opportunity, or mandate; awareness; consensus; domain similarity; and size) and hypothesize that variations in the structural dimensions of an interorganizational relationships can be explained largely by the six situational factors. They also hypothesize that the effectiveness of an interagency network can be predicted from the four structural dimensions and the six situational factors.

Table 1.1

Framework for Assessing Interunit Relationships
ATA Unit-Other Unit Dyad

Dimension	Indicators
Contextual Dimensions	
Resource dependence	the ATA unit's need for the resources of the other unit and vice versa
Awareness	the ATA unit's familiarity with services and goals of the other unit
	how long and how well boundary spanners know each other on a personal basis
Consensus	agreement between units on operating goals, specific ways they do their work, and the terms of the relationship
Domain similarity	sameness of ATA unit and other unit revenue sources, goals, services, staff skills, and clients
Process Dimensions	
Resource flows	direction, amount and variability of the entities of value transacted between the ATA unit and the other unit
Interunit communication	mode, amount, content, direction and ease of communication between the ATA unit and the other unit
Structural Dimensions	
Formalization	degree to which the relationship between the ATA unit and the other unit is mandated, clearly specified, and standardized
Influence	ability of ATA unit to change or affect the internal operations of the other unit and vice versa
Outcome Dimension	
Perceived effectiveness	extent to which the parties involved subjectively believe that each unit carries out its commitment, and feel that the relationship is equitable, worthwhile, productive and satisfying

Now included within the conceptual framework is a measure of four basic methods of interunit conflict resolution to determine how disagreements and disputes are dealt with by the parties involved in a pairwise relationship. They have found that the indicators of methods of conflict resolution are highly related to unit performance, so the indicators are now generalized to assess how conflict resolution methods affect interunit relationships.

Four basic methods of conflict resolution are described as follows:

> (1) *Ignoring or avoiding the issues*--easier to refrain than to retreat from an argument: silence is golden. See no evil, hear no evil, speak no evil. (2) *Smoothing over the issues*--play down the differences and emphasize common interests; issues that might cause divisions or hurt feelings are not discussed. (3) *Openly confronting the issues*--open exchange of information about the conflict or problem and a working through of differences to reach a mutually agreeable solution. (4) *Resorting to hierarchy*--having the unit supervisor or other person with power or authority over the contesting parties resolve the matter.

Van de Ven and Ferry (1980, p. 158) refer to some of the prevailing research findings on conflict management (Filley et al., 1976; Thomas, 1976; McGrath, 1976) which are, in summary:

1. Conflict may lead to creative solutions and increased unit performance or result in hurt feelings and decreased unit performance, depending on how it is managed.
2. When disagreements or disputes among personnel are avoided or smoothed over, they become bases for inhibiting communications among the parties involved, detracting from work performance.
3. When confronted openly, conflict can be a source for creative problem solving which results in improved performance.
4. Forcing a resolution to conflict by resorting to higher authority also tends to be associated with constructive use of differences and disagreements.

In reporting the findings of their own research (1980, p. 186), they state:

> the simple frequency of conflict itself does not appear to significantly affect the performance of ES [Employment Security office] units. Instead, it is the manner in which conflict is resolved....the less conflicts are avoided or smoothed over and the more they are confronted or resolved by resorting to higher levels of authority, the

greater the efficiency, effectiveness, and job satisfaction of ES unit personnel. Further, they maintain that their findings "provide substantial support for the hypotheses and literature on conflict management" referred to above.

DEFINITIONS OF TERMS

To facilitate a common basis for understanding of terms and for the purposes of clarity, the following terms are defined operationally in the context of this study. Other terms are explained, subsequently, as they are introduced in the text. Throughout, each definition is well grounded in the relevant literature, especially that of Van de Ven and Ferry.

Focal organization. The organization which is at the center of an interorganizational set--in this study, The Alberta Teachers' Association (ATA).

Interorganizational relationship (IR). That which occurs when a unit of the focal organization (in this study, a unit of the ATA), and a unit of another organization transact resources of any kind (e.g., money, information, physical facilities and materials, and technical staff services).

Linkage dimensions. The relational properties or characteristics of the connection between a unit of the focal organization (ATA) and a unit of another organization with which it interacts. The dimensions are measured in terms of *context* (the degrees of resource dependence, awareness, consensus, and domain similarity), *process* (the transactions of resources and information between the units), *structure* (the formalization of, and the distribution of influence within the relationship) and *outcomes* (the perceived effectiveness of the relationship).

Unit. A subset of the ATA or other organization that includes a supervisor and all individuals who report directly to the supervisor.

Focal unit. A unit of the focal organization--in this study, a unit of the ATA.

Other unit. A unit (i.e., any group, office, level, or division) of an organization other

than the focal organization but one which interacts with the focal organization--in this study, a unit of an organization that interacts with a unit of the ATA.

Interorganizational dyad. A group comprising a unit of the focal organization (ATA) linked to a unit of another organization.

Interorganizational set. The cluster of dyadic interorganizational relationships between the focal organization (ATA) and the selected organizations in its environment.

Interorganizational network. The pattern of interrelationships among all the members of an interorganizational set.

Social action system. Interorganizational dyads, sets and networks.

Type of organization. An organization categorized according to the Blau and Scott (1981) *cui bono* classification system. The four types of organizations referred to in this study are (a) mutual benefit associations, (b) business concerns, (c) service organizations, and (d) commonweal organizations.

Stakeholder organization. An organization which has a vested interest in education in Alberta. Of the several stakeholder organizations, five were selected for the purposes of this study. They are The Alberta Teachers' Association (ATA), The Conference of Alberta School Superintendents (CASS), The Alberta Federation of Home and School Associations (AFHSA), The Alberta School Trustees' Association (ASTA), the Faculties of Education of Universities in Alberta (designated as one organization), and Alberta Education.

Boundary-spanning roles. Positions that involve relating directly with the other unit of an interorganizational dyad. Boundary spanners mediate the flow of information, services, material and human resources between the units in an interorganizational dyad.

Organizational goal. A desired state of affairs that organizations attempt to realize.

SUBPROBLEMS

Due to the exploratory and descriptive nature of the study, no research hypotheses were generated. However, in order to address the problems already stated in the section that deals with the purposes of the study, 14 subproblems which appear below were designed to guide the study. The statements of these subproblems are basically explications of the attributes of the pairwise relationships that are encompassed within the conceptual framework of Van de Ven and Ferry (1980). Also, the subproblems are consistent with the definitions of the linkage dimensions and the data-collection strategies inherent in the work of these authors.

The first subproblem relates to Question 1 and is as follows:

Subproblem 1. Identification of dyadic relationships. What were the more important other units to which the ATA units were linked, and how should these dyadic relationships be categorized?

The second subproblem relates to Question 2 and is as follows:

Subproblem 2. Reasons for relationship. (1) *Qualitative Nature of Relationship.* What were the reasons for the relationships between the ATA unit and the unit in the other organization? (2) *Types of Reasons.* To what extent did the relationship exist in order to receive or send: (a) work or clients (e.g., customers, raw materials, or work objects); (b) resources (e.g., money, personnel, equipment, or office space); (c) technical assistance (e.g., consultation or staff services in functional areas); and (d) information (i.e., for purposes of coordination, control, planning, or evaluation)?

Subproblems 3 to 11, inclusive, relate to Question 3 and are as follows:

Subproblem 3. Interunit resource dependence. To what extent did the ATA unit and the other unit in the pairwise relationship perceive that they needed one another to attain their self-interest goals or intentions?

Subproblem 4. Interunit awareness. (1) *Awareness of Other Unit.* To what extent

were boundary spanners in the ATA unit and the other unit familiar with the services and goals of each other? (2) *Personal Acquaintance*. How long and how well did the boundary spanners in the ATA unit and the other unit in the relationship know one another on a personal basis?

Subproblem 5. Interunit consensus. What was the extent of agreement or disagreement (i.e., conflict) between the ATA unit and the other unit in the pairwise relationship on (a) their operating goals (ends), (b) the specific ways they do their work (means), and (c) the terms of their relationships?

Subproblem 6. Interunit domain similarity. To what extent was there overlap in the domains of the ATA unit and the other unit in the pairwise relationship?

Subproblem 7. Interunit resource flows. What were the total resource flows from the other unit to the ATA unit, and from the ATA unit to the other unit in the pairwise relationship?

Subproblem 8. Variability of resource flows. To what extent were interruptions and problems encountered in the flow of resources between the ATA unit and the other unit in the pairwise relationship?

Subproblem 9. Interunit communications. What was the nature of the information flows between the ATA unit and the other unit in the pairwise relationship in terms of the mode, the amount, the content, the direction, and the ease of communication?

Subproblem 10. Formalization of interunit relationship. To what degree were the role behavior and activities of the ATA unit and the other unit in the pairwise relationship mandated, clearly specified, and standardized?

Subproblem 11. Interunit influence. Generally, to what degree was each unit in the pairwise relationship able to change or affect the internal operations of the other unit? Specifically, what was (a) the extent of the influence of the ATA unit over the other unit, (b) the extent of the influence of the other unit over the ATA unit, (c) the total amount of influence in the pairwise relationship, and (d) the distribution of influence in the pairwise

relationship?

The subproblem which relates to Question 4 is as follows:

Subproblem 12. Conflict resolution. To what extent did the ATA unit and the other unit resolve conflict between them? Also, to what extent were conflicts resolved by (a) avoiding the issues, (b) smoothing over the issues, (c) openly confronting the issues, and (d) resorting to the hierarchy?

Subproblem 13 relates to Question 5 and is as follows:

Subproblem 13. Perceived effectiveness of interunit relationship. To what extent did the boundary spanners in the ATA unit and the other unit, believe, subjectively, that each unit carried out its commitment, and feel that their relationship was productive, worthwhile, satisfying, and equitable?

The subproblem which relates to Question 7 is as follows:

Subproblem 14. To what extent are the linkage variables associated with perceived effectiveness of relationships?

ASSUMPTIONS, DELIMITATIONS, AND LIMITATIONS

Assumptions

Basic to this study were the following assumptions:

1. The conceptual framework of Van de Ven and Ferry (1980) was appropriate for assessing the relationships between the Alberta Teachers' Association and the selected organizations in its environment.
2. The selected questionnaire respondents and interviewees possessed the requisite level of knowledge to enable them to provide valid, extensive information regarding their organizations' relationships with other organizations.
3. The construct of perceived effectiveness provided a valid means of measuring the effectiveness of the interorganizational relationships that were studied.
4. The Blau and Scott (1981) *cui bono* typology was an appropriate system for

categorizing the organizations involved in the study.

Delimitations

Limited resources and manpower generally preclude the study of all the organizations and actors in most interorganizational networks or service delivery systems. Therefore, the analyst must decide what organizations constitute the core system in a study of large interorganizational relationships. To the extent that appropriate criteria have been developed for selecting a representative sample of organizations and actors, inferences can be drawn from the sample to the population of organizations in the action system. However, in keeping with the exploratory and descriptive nature of the study, the researcher selected only one organization, The Alberta Teachers' Association, as the focal organization and chose only the Table Officers and the Executive Staff Officers as the ATA participants. Further, only the boundary spanners of other units identified by the ATA respondents participated. The interviewees were selected by the researcher from key personnel of the ATA and of each of the other stakeholder educational organizations.

The focus of the study was at the dyadic, or pairwise, level of an interorganizational set of relationships. That is, the focus was upon the cluster of dyadic interorganizational relationships of the units of one focal organization (F) with a number of selected units of other organizations (O) in its environment. As the study focused on assessing a number of F-O interunit relationships, no attempt was made to measure and compare relationships among the other units of the set, that is, the O-O interunit relationships.

The study focused on the relational aspects that prevailed mainly during a specified 6-month period of time, that is, during the period, mid-September, 1984 to March, 1985. The analysis of interorganizational relationships was based solely on the relational dimensions of Van de Ven and Ferry's conceptual framework.

Limitations

The above assumptions and delimitations imposed some limitations on this study.

For example, the sample which comprised the ATA Executive Staff Officers and Table Officers, and members of other organizations selected by the ATA respondents was not randomly made. Also, interviewees were not chosen randomly from persons holding key positions in the ATA or in the other major educational organizations. Accordingly, as the sample of organizations and actors could not be considered a random sample, no inferences can be drawn from the sample to a population in Alberta or elsewhere. Since, according to the Blau and Scott (1981) typology, the ATA is a mutual benefit association, the types of interorganizational relationships studied are the relationships between a mutual benefit association and other mutual benefit associations, business concerns, service organizations, and commonweal organizations. Accordingly, any generalization may be made only to these types of dyadic relationships.

ORGANIZATION OF THE THESIS

Presented in this initial chapter were the purposes of, and the justification for the study. Next discussed was Van de Ven and Ferry's (1980) framework for assessing interorganizational relationships which provided the theoretical basis for the study. The 14 subproblems that were formulated to address the major purposes were presented followed by the definitions of important terms. In the concluding section of the chapter, the assumptions, delimitations, and limitations of the study were discussed.

The review of the literature pertaining to interorganizational relationships is presented in Chapter 2.

As the Alberta Teachers' Association is the organization which is the focus of the study, Chapter 3 contains a brief outline of some of the ATA's features, historical background, objects, membership, principal fields of activity, organizational structure and functions, and major issues with which it has recently been faced.

Chapter 4 contains descriptions of the research design, the instrumentation, the methodology employed in data collection, the questionnaire respondents and

nonrespondents, and the interviewees.

In Chapter 5, the more important organizations to which the ATA was linked are identified and categorized in accordance with the Blau and Scott (1981) *cui bono* typology or classification system. Also included, are the research findings which resulted when the four types of dyadic relationships were compared with one another in terms of the 14 subproblems of the study. An analysis of the associations between the linkage variables and the effectiveness of the relationships of each of these four types of dyads is presented in the latter part of the chapter.

Chapter 6 contains a comparative analysis of the five types of ATA-stakeholder organization dyadic relationships. Presented in the latter part of the chapter is an analysis of the associations between the linkage variables and the effectiveness of each of the five ATA-stakeholder organization dyadic relationships.

Chapter 7, the final chapter, contains a summary of the study; a summary of the findings; a discussion of the findings; the conclusions of the study; and the implications of the study for practice, theory, and research.

Chapter 2

REVIEW OF RELATED LITERATURE

Within recent years the application of the open systems perspective to the study of organizations has been extended from intraorganizational processes and structure to include the nature of interorganizational transactions and the structure of the interactions between and among organizations. The literature reviewed in this chapter relates mainly to: the concept of interorganizational linkages, including boundary-spanning roles; some facets of the concept of organizational effectiveness; and several studies on interorganizational relationships recently done by researchers in the province of Alberta.

THE CONCEPT OF INTERORGANIZATIONAL RELATIONSHIPS

An interorganizational relationship (IR) occurs, according to Van de Ven and Ferry (1980), when two or more organizations transact resources of any kind (e.g., money, information, physical facilities and materials, and technical staff services). An IR may range from being very temporary, where a one-time resource transaction occurs, to being long lasting, where resource exchanges continue over time.

Importance of Interorganizational Relationships

The importance of IRs has been increasingly recognized by organizational theorists during the past two decades. For example, Cook (cited by Hall, 1982, p. 240) states that several factors account for this trend. For example, organizational theorists have begun to conceptualize organizations as "open," adaptive systems rather than as "closed" systems. "Open" signifies that a system not only engages in interchange with the environment, but that the viability of the system is dependent on the interchange. The environment is viewed as both the social context within which organizations exist, and as an important determinant of organizational structure and process. There is also increasing

realization that previous research on organizations does not provide an adequate understanding of the complex social structure of rapidly changing urban communities. As the environment increases in complexity and turbulence, the web of organizations within communities is becoming increasingly complex, interrelated and extensive.

According to Cook (1977):

> Previous theoretical perspectives have provided few guidelines for analyzing the effects of these factors upon organizational life. These realities have prompted increasing concern over the duplication of organizational efforts, overlapping domains of organizational activity, coordination of diverse elements within a community, and the integration of and control over various organizational functions, especially with reference to organizations in the social service sector.

In concluding her summary of the growing awareness of the importance of IRs, Cook (1977) refers to the conceptualization by researchers of cities and communities as networks or "aggregates of organizations which appear, disappear, merge, and form relations with one another." Research undertaken to assess the utility of this approach for investigation of macrosociological phenomena has been so fruitful that the question has been raised, "Is the organization not the proper unit in the analysis of modern, large scale social systems?" From Hall's (1982, p. 241) perspective, the answer is a resounding "Yes." However, in his analysis, he is concerned less with the issues of cities and communities than with "interorganizational phenomena in their own right."

Bases for Contact in Interorganizational Relationships

Interorganizational relationships, says Hall (1982), do not just happen; rather, they occur in an environment and in a situational context, and they also occur for some reason. He identifies four reasons or bases for contact. First, are *ad hoc bases* where there is little or no previous patterning in the relationships among the organizations. Tending to be one-shot operations, they are the least important for the study of IRs. Second, are *exchange bases* which have been the dominant orientation of the various writings. The exchange concept incorporates the notion that organizations need to acquire resources and also that exchange is the major mechanism by which this is achieved. Although exchange

is an important basis for IRs, it becomes less of a factor as the interactions become formalized. Third, are *formalized agreements*, the degree to which the interdependency is given official sanction by the parties involved. This formal recognition, typically, is written down and may be legally or contractually binding. Finally, *mandatedness* as a basis for IRs, refers to the extent to which the relationships are governed by laws or regulations.

Approaches to the Study of Interorganizational Relationships

For some time, students of organizations have doubted that the principles explaining intraorganizational processes are appropriate for interorganizational problems. As a result, they have sought to ascertain the characteristics and correlates of IRs. Marrett (1971), identified the following five complementary approaches to the study of IRs, each depending on the focus of analysis: (a) *intraorganizational properties*, that is, the analysis is of the organization affecting, or being affected by its interaction with others; (b) *comparative organizational*, that is, the interacting organizations are compared on certain attributes; (c) *relational properties*, that is, the focus is on the linkage between the parties; (d) *formal contextual*, that is, the analysis is of the channels and types of influence exerted by the organizational world surrounding such relations; and (e) *non-organized contextual*, that is, the focus is on the social processes and conditions which can affect IRs.

Dimensions of Interorganizational Relationships

Levine and White (1961) suggest that IRs can be viewed within the conceptual framework of exchange. Thus, according to their scheme, organizations require three main elements, namely, clients or customers, labor, and other resources. Directly or indirectly, all IRs involve the flow and control of these three elements. Also, exchange agreements are based on prior consensus regarding domain. Thus, the exchange will continue as long as agreement prevails on which domain each holds. They identify the

following four major dimensions to the actual exchange situation: (a) characteristics of the parties to the exchange, (b) the nature of and quantities of elements exchanged, (c) the agreement underlying the exchange, and (d) the direction of the exchange.

Marrett (1971) defines four linkage dimensions and describes measures of the relevant properties as a means of facilitating empirical tests of the correlations among the different variables. The linkage dimensions are: degree of formalization, that is, the extent to which the interdependency is given official sanction; degree of intensity, that is, the frequency of interaction and the relative commitment of resources; degree of reciprocity, that is, the extent of the power dispersion or mutuality of the relationship; and degree of standardization, that is, the extent to which the units of the exchange are clearly delineated.

Later, Negandhi (1975) suggested four dimensions of IRs based on Marrett's scheme: formalization of agreement and structure; intensity, that is, size of resource investment and frequency of interaction; reciprocity, that is, resource flow and mutual agreement on terms; and standardization, that is, of units exchanged, and of procedures of exchange. He suggests that environmental stability leads to the development of formal relationships. Also, high intensity results in more formalization as each party gives formal recognition to the transaction. Further, reciprocity and standardization appear to facilitate the maintenance of the relationship for longer periods of time.

According to Jackson and Morgan (1982), the four major dimensions suggested by Negandhi overlap the dimensions suggested earlier by Levine and White. Consequently, they are hopeful that some consensus on the major dimensions of IRs is beginning to develop.

Van de Ven and Ferry (1980) have built on the work of Marrett and others, not only by identifying and refining the dimensions of an interorganizational relationship, but by providing more precise indicators by which they can be measured.

Boundary-Spanning Roles

Aiken and Hage (1972) define boundary-spanning roles as "those roles which link the focal organization with other organizations or social systems and are directly relevant for the goal attainment of the focal organization." Further, Jackson and Morgan (1982) view boundary spanning roles or positions as those that involve relating directly with the other members within an organization set. Boundary spanners mediate the flow of information, services, material, and human resources, between an organization and its environment.

Aldrich (1979, p. 249) identifies an important role of the boundary spanner, "external representation," that is, the dissemination of information about the organization to its significant others. Also, the boundary spanner serves the function of information processing, that is, collecting relevant information from the environment, especially during periods of change, unpredictability, or turbulence.

In his extensive review of the relevant literature, Tushman (1977) suggests that a particularly critical aspect of the innovation process is the ability of the innovating organization to gather information and to transmit information to various external domains. However, there are numerous indications that communication across boundaries is inefficient and susceptible to distortion and bias. Herein lies a problem -- accurate information from external areas is crucial to the innovation process, yet is rather difficult to obtain.

As a result of his research, Tushman (1977) reports that a limited number of special boundary roles serves to link an organization with a variety of external information and feedback and, also, to mediate communication across numerous organizational interfaces. Further, the information flows in a two-step manner, first, to the boundary spanners who, next, selectively channel the information to their colleagues or other boundary spanners. Again, although too many boundary-spanning roles may be inefficient for

high-performing projects, the number of boundary-spanning roles is contingent on the type of work done by the innovating system.

In discussing the role of the boundary spanner in the development and maintenance of interorganizational relationships, Van de Ven and Ferry (1980, p. 318) state:

> In complex organizations, boundary spanning roles are differentiated, and seldom is one boundary spanner knowledgeable about all the different functions or activities inherent in one pairwise interagency relationship, let alone the total cluster of relations maintained by the organization with all other agencies in the social action system.

Kelly (1980) states that individuals who fill the gatekeeper's role (boundary spanners) are skilled at dealing with the impediments to communication among groups. Also, an important influence on the gatekeeper's role in managing creative change is interpersonal attraction, that is, a positive relationship between two people.

Obviously, perception is a major factor in boundary spanning. The environment is perceived by boundary spanners, and these perceptions of the environment are likely to have great influence on the organization through decision making. Consequently, sensitivity and objectivity, and the ability to discriminate between the crucial and the minor events and forces in the environment, are essential characteristics of the effective boundary spanner.

Although, much of the intercommunication engaged in by the boundary spanner may be of a formal nature, the existence and importance of informal boundary spanners must not be overlooked. Considerable, and effective use is often made of the informal boundary-spanning network, the "old boys', or old cronies' network."

THE CONCEPT OF ORGANIZATIONAL EFFECTIVENESS

According to Hall (1977, p. 1), "of all the concepts which are important to organizational theory, effectiveness stands out as the most crucial." Goodman and Pennings (in Lawler et al., 1980) state that organizational effectiveness is important not only because of pragmatic considerations, but also because it is a critical concept in

organizational theory. Although the construct of organizational effectiveness is crucial, it eludes the requisite degree of specification so that definitions proliferate and none is universally accepted. A related theoretical problem is the identification of determinants of effectiveness which are frequently confused with indicators of effectiveness.

Further, Goodman and Pennings (1980) state that the empirical literature, as well as the theoretical literature, is in disarray and noncumulative in nature on the meaning of organizational effectiveness. For example, from a review of empirical studies that used univariate measures of effectiveness, Campbell (in Steers, 1977) identifies 19 variables that were widely employed. Of these, the most predominant were overall performance, productivity, employee job satisfaction, profit or rate of return on investment, and employee withdrawal. Also, Steers (1977), from an examination of a representative sample of 17 multivariate models purporting to explain the dynamics of organizational effectiveness, reveals a lack of consensus on what constitutes a useful set of organizational effectiveness measures. For example, one criterion, adaptability-flexibility, was used in more than half of the reported studies. The next four criteria in rank order were productivity, satisfaction, profitability, and resource acquisition.

Models of Organizational Effectiveness Variables

According to Ratsoy (1981, p. 5) there is a considerable variety of organizational effectiveness models within the literature. Some models are mere taxonomies of organizational effectiveness variables, while others "purport to relate effectiveness variables in cause-effect sequences."

Among the several models which he discusses are two of the better known viewpoints on what organizational effectiveness means and how it should be assessed. The first is the *goals approach* which defines effectiveness in terms of criterion measures used to assess the extent of goal achievement. Using this approach, an organization would be judged effective to the degree that its goals were being achieved. The second is

the *system-resource approach* which defines effectiveness in terms of an organization's ability "to maintain internal consistency, to develop judicious resource distribution over a variety of coping mechanisms, and to exploit its environment in the acquisition of scarce resources." Heavy emphasis is placed on input variables in this approach.

With regard to selection of models, Cunningham (1977) indicates that the approach and criteria are selected according to the researcher's particular emphasis or specialty and on the organizational situation that needs to be addressed. However, Steers (1977), after examining the various approaches to evaluating effectiveness, concludes that the greater number of the approaches, in the end, are based on some measure of goal attainment. The authors of some models may disclaim such a basis, may frequently employ unique terminology, yet, when subjected to closer scrutiny, invariably their models are seen to be founded on some goal-attainment measure. However, Hall (1982) advises caution in the use of the goal model of effectiveness. He states that organizations have multiple goals which may shift and which even may be contradictory.

Steers (1977, p. 19), in discussing the nature of organizational goals, defines an organizational goal as "a desired state of affairs that organizations attempt to realize." From his perspective, goals serve to answer the question of where an organization is going. While organizational goals at times can have very positive consequences for an organization and its members, goals by their very nature also at times can lead to very negative results. The more positive functions of goals for the organization as a whole are (a) goals focus attention or provide direction for managers in their acquisition and utilization of resources, (b) goals often provide a rationale for organizing, (c) goals can serve as a standard of assessment of organizational effectiveness, (d) goals often constitute a source of legitimacy for an organization's justification of its activities, and (e) goals can assist the organization in acquiring needed human resources. Further, Steers (1977) indicates that goals can also be dysfunctional in that means-ends inversion may

occur, measurement may focus on the measurable to the detriment of qualitative goals, and lack of specificity may fail to provide needed direction.

Van de Ven and Ferry (1980) adopt the stance that effectiveness is the ultimate criterion and the starting point in an assessment of organizations. They view effectiveness as a complex concept that reflects the value judgements by various stakeholders regarding how well an organization is achieving its goals.

RECENT STUDIES ON INTERORGANIZATIONAL RELATIONSHIPS

Considerable research has been done on formal organizations and their internal patterns and structure. Although no organization is an island unto itself, relatively little research has been done in the area of interorganizational relationships. Hall (1982) states that little is known of linkages, the individuals involved in interorganizational interactions, and boundary spanners.

According to Ratsoy (1980) research in the area of organizational linkages, typically, has focused on either the reason for and the manner in which development of such relationships among human service organizations takes place, or on the relationships between various forms of linkages among interdependent organizations and the perceived effectiveness of the organizations in performing the specialized activities to which the individual organizations contribute. He cites a number of recent studies of linkages relating to cooperative programs, educational policy implementation, temporary adaptive systems and the role of boundary spanners. The findings appear to support each other, although the studies were conducted in very different arenas employing different methodologies. In sum, "the nature of the linkages between systems was found to relate significantly to measures of organizational effectiveness or policy implementation effectiveness" (p. 4).

Within the past decade researchers have increasingly focused their attention on the formal and informal linkages among organizations engaged in joint cooperative programs.

Six of the studies on organizations engaged in cooperative educational and vocational training programs are now examined.

Andrews' (1978) study, the first of four studies which employed similar methodologies, focused on the linkage dimensions which existed within four Respiratory Technology programs in the provinces of Alberta and Ontario. The purposes of his study were: (a) to describe the interorganizational linkages of the four cooperative programs; (b) to investigate the degree of integration among the participating organizations; (c) to determine the effectiveness of the four programs; (d) to explore the relationship between the forms of linkage, degree of integration, and program effectiveness; and (e) to explore the possible association between the linkage dimensions within a joint cooperative program.

Research variables examined were linkage dimensions, degree of integration and program effectiveness. The linkage variables in the study were based on Marrett's (1971) conceptualization of relational properties, that is, the formalization, the intensity and the reciprocity of the relationship. The three integration variables were: college contribution to integration, hospital contribution to integration, and two-way (or mutual) integration. The effectiveness variables were student perceptions on global measures of program effectiveness, reports on each program issued by a central accrediting authority, and student performance on a national registration examination.

Data were collected by means of document analysis, questionnaires completed by students and staff, and interviews with supervisory personnel. Of the three measures of program effectiveness, the questionnaire completed by the students tapped broad program areas including quality of instruction, curriculum relevancy, and clinical experiences. The other measures, that is, the level of student achievement in national registration examinations, and external program accreditation reports provided 'objective' components in contrast with the other more perceptual measure of effectiveness.

On the basis of the findings on linkage dimensions Andrews suggested the following generalization:

1. If a joint cooperative program is characterized by a high relative resource commitment and the resource commitment is symmetrical then the cooperative program is likely to characterized by high formalization and definitional reciprocity.

2. If one organization engaged in a joint cooperative program has a high relative resource commitment then the cooperative program is likely to be characterized by high formalization and structural standardization (coordination).

3. If a joint cooperative program demonstrates an asymmetrical relative resource commitment then the cooperative program is also likely to demonstrate low definitional reciprocity.

4. If a joint cooperative program is characterized by a symmetrical relative resource commitment and the resource exchange is low then the cooperative program is likely to be characterized by low formalization and structural standardization (coordination).

5. If a joint cooperative program is characterized by a high degree of agreement formalization then the cooperative program is likely to be characterized by high structural and procedural standardization.

It would appear from these generalizations that the key variables determining the pattern of linkage dimensions are the degree of relative resource commitment and symmetry of the resource exchange.

An interesting issue was raised by the findings on program effectiveness in that a program which was perceived by the students to be highly effective was, in fact, the least effective in terms of student achievement on the national registration examination. The findings tend to support Hall's (1982) stance that, because organizations have multiple goals which at times may be in conflict, an organization may be effective on one measure but ineffective on another. The findings seem to be in agreement with Steers' (1976) contention that the use of multiple criteria for measuring effectiveness frequently leads to situations in which these criteria are in conflict with one another.

From the findings, there appeared to be some support for the generalization by Andrews:

If a joint cooperative program is characterized by high formalization, standardization and relative resource commitment in its linkage dimensions then the cooperative program is likely to result in higher student achievement than a program characterized by low formalization, standardization and relative resource commitment.

Mutema's (1981) study of the interorganizational linkages between the Medical Training Centre and departments of occupational therapy and physiotherapy in eight provincial hospitals in Kenya employed a methodology similar to that of Andrews (1978). The purposes of the study were: (a) to describe the interorganizational linkages between the Medical Training Centre and the provincial hospitals in the departments of occupational therapy and physiotherapy in Kenya; (b) to determine the effectiveness of clinical practice in the provincial hospitals (c) to determine the ideal importance of broad goal statements of clinical practice; and (d) to examine the relationships between the forms of linkages and the effectiveness of the clinical practice.

The four linkage variables which were based on Marrett's (1971) dimensions of interorganizational relations were: formalization, intensity, reciprocity, and standardization. Of the effectiveness variables, the seven broad goal statements of clinical practice in occupational therapy and physiotherapy programs were the primary variables, and the 70 skills pertaining to the seven broad goal statements were considered as secondary effectiveness variables.

Data were collected by means of a questionnaire and interviews. The part of the questionnaire which related to the effectiveness of clinical practice and the ideal importance of broad goals was completed by all respondents in the study. The part of the questionnaire which related to the linkage dimensions was completed by staff members who were also interviewed in order to gather in-depth information on linkage dimensions and on the effectiveness of clinical practice.

Among the major findings and conclusions of the study were:

1. The degrees of formalization and procedural standardization of the relationship between the Medical Training Centre and the eight provincial hospitals were informal and low, respectively. However, the degree of intensity and the degree

of reciprocity between the Medical Training Centre and each of the occupational therapy and physiotherapy departments varied from hospital to hospital.

2. Staff ratings of the effectiveness of the clinical practice were generally higher than the student ratings. Such differences are not surprising in view of the writings on multiple organizational constituencies and the differences in the perceptions of organizational effectiveness by the different constituencies.

3. It was difficult to establish the impact of linkage dimensions on the effectiveness of clinical practice in the two allied health professions that were studied. Although the relationships between the Medical Training Centre and the provincial hospitals appeared to vary from hospital to hospital, the effectiveness of clinical practice in each of the eight provincial hospitals was rated as "fair."

In comparing the Andrews and Mutema studies, Andrews and Ratsoy (1987) point out that different effectiveness measures were used. The Mutema study used only perceptual measures, and that these related only to the clinical practice part of the program.

More recently, Kennedy (1985) also employed the Marrett-type approach in his investigation of the linkage characteristics of three allied health programs in Alberta. He sought to determine whether Andrews' (1978) five propositions arising from his study of a respiratory technology program held true for three programs required for qualification in medical X-ray technology, in health records technology, and as a registered nursing assistant.

Using procedures similar to those of the Andrews and Mutema studies, he examined interorganizational linkage variables, program integration and program effectiveness. Linkage dimensions comprised formalization, intensity, and reciprocity and were evaluated by data gathered by interviews with each of the three program heads and each of the department heads in the different clinical agencies involved. The interview guide used was a modification of the Andrews' instrument.

Information on integration was obtained from faculty respondents by means of a questionnaire which was adapted from the Andrews' questionnaire . The completion rates, or the number of students registered compared to the number graduating in each program, was used as an objective measure of effectiveness.

Although none of the programs investigated had all of the individual characteristics required to support Andrews (1978) five generalizations, Kennedy's findings suggest that the interorganizational relationships of two of the three health programs were consistent with the findings of Andrews. Consequently, the five generalizations enunciated by Andrews seem to hold true for some programs other than the respiratory technology program. The objective measure of effectiveness employed by Kennedy did not yield any significant information in terms of predicting a specific profile of linkage dimensions.

Germscheid (1982), in a study of the relationships that might exist between interorganizational linkages and perceived program outcomes in work experience programs in secondary schools in the province of Alberta, also used a conceptual framework derived from the work of Marrett in which he employed measures of formalization, intensity, reciprocity, and program integration.

Two instruments were developed by the researcher; one to obtain the perceptions of students, work experience coordinators and job supervisors, and the other to measure these respondents' perceptions on student cognitive and affective learning activities. The latter instrument was designed to assess the effectiveness of the work study program.

Germscheid found that positive relationships existed among most of the variables used, and generated nine propositions which he regards as tentative and in need of further study. He singled out one relationship between formalization and program outcomes that appears worthy of further research. It would appear that if a program is to result in affective and cognitive program benefits, it is more likely to be characterized by high rather than low formalization, program integration, and relative resource commitment between the participating organizations

In a recent paper, Andrews and Ratsoy (1988) reviewed the studies by Andrews (1978), Mutema (1981), Kennedy (1985) and Germscheid (1982). They sought to identify the forms of linkage between the organizations involved in cooperative education

programs and their possible association with several program effectiveness measures. As their review encompassed primarily small-N studies, they exercise caution in drawing generalizations from them. Nevertheless, they report that some patterns seem to be emerging, for example, different measures of program effectiveness are related differently to interorganizational linkage variables, and no single linkage dimension appears to be a good predictor of perceived effectiveness.

The focus of Mann's (1982) study was on the interorganizational linkages in a faculty of engineering Cooperative Education program which was in its first year of operation in Alberta. Among the objectives of the study were: (a) to describe the linkages in a Cooperative Education program involving both public and private sector organizations; (b) to determine the effectiveness of the program; (c) to explore the association between stakeholder objectives and perceived program effectiveness; and (d) to explore the possible association between the linkages and the effectiveness of the program.

Research variables included several selected from Van de Ven and Ferry's (1980) framework: (a) the structural dimensions of intensity, formalization, complexity, and centralization; (b) the situational variables of resource dependence, awareness, and consensus; and (c) the perceived effectiveness of relationship. In addition, three primary objectives of the Cooperative Education program were selected by the respondents in the study. The five questionnaires which were required, one for each of the selected stakeholder groups (program administrators, students, department chairmen, faculty, and employers), were adapted from the Organizational Assessment Instruments (OAI) developed by Van de Ven and Ferry (1980).

Among Mann's findings were that more structural variables were significantly related to situational variables for the private sector agencies than for the public sector agencies. Also, for all groups studied, the variables which were most significantly

related to the other variables were interunit awareness, formalization of the relationship, and interunit resource dependence.

Significant correlations were found between effectiveness and: (a) resource dependence, awareness, formalization, and influence for faculty responses; (b) resource dependence and influence for employer responses; and (c) awareness and formalization for student responses. Mann concludes that her findings lend some support to Van de Ven and Ferry's hypothesis that the effectiveness of an interagency network can be predicted from the four structural dimensions (i.e., formalization, complexity, centralization, and intensity) and the six situational factors (i.e., resource dependence; response to problem, opportunity or mandate; awareness; consensus; domain similarity; and size of network).

One of the implications identified by Mann relates to the approach of Van de Ven and Ferry which builds on Marrett's work. "Not only is it possible to measure the linkages as did Andrews by using global measures, new information is gained by measuring more finite dimensions of the linkages using the detailed Organization Assessment Instrument (OAI) developed by Van de Ven." (p. 169). The identification of significant dimensions and the gathering of detailed information enables the practitioner to make decisions which enhance the relationship. If relative strengths and weaknesses can be discerned, specific areas for improvement can be identified and appropriate remedial action can be taken. An important implication of Mann's study to the general body of organization theory is "the transition from theory to application."

Although she urges caution in the use of the OAI, Mann is of the opinion that the findings gained by use of this detailed instrument are consistent with information gained by means of preliminary interviews and questionnaires. The findings realized through the detailed instrument "gave substance to impressions and intuitions gained earlier." (p.171). Also, since the OAI permits objectivity, its use may ensure more accurate replicability than the use of less structured techniques of evaluation.

Gessessee (1988) sought to determine the strength of the interorganizational linkages between federal and territorial government organizations in the Northwest Territories and the effectiveness of the organizations' performance in implementing a cooperative manpower training program. Analysis was at the pairwise relationship level. The relational dimensions suggested by Marrett (1971), namely, formalization, intensity, reciprocity, standardization, and Van de Ven and Ferry's (1980) dimension of perceived effectiveness were used in the analysis. These dimensions were operationalized in terms of variables selected by Gessessee from the Organizational Assessment Instruments (OAI) developed by Van de Ven and Ferry (1980). The selected questionnaire items were allocated among the five linkage dimensions by means of a content analysis technique such that items which focused on, and described similar phenomena, were brought together.

One of the research questions raised by Gessessee (1988, p. 62) was whether or not these relational dimensions were "useful for studies of interorganizational linkages between agencies of national and local governments in cooperative program implementation activities." His findings support the usefulness of the relational dimensions and the Van de Ven instrument for assessing cooperative interorganizational performance among government agencies

From the findings of his study, Gessessee concluded that: (a) government agencies perceive that they have influence on the internal activities of non-government organizations with which they cooperate to achieve mutually set goals; (b) formalized agreements between cooperating organizations are likely to lead to greater exchange of resources between them; and (c) greater resource exchanges are likely to lead to effective implementation of cooperative programs. However, since the number of questionnaire respondents was small (N=15) he advises the exercise of caution in interpreting these conclusions.

Table 2.1 presents a summary of the conceptual frameworks and instruments used in the "Alberta tradition" of research in cooperative educational or vocational training programs. The tradition was established by Andrews (1978) and has been followed by others during the ensuing decade. Some of the adaptations of Van de Ven and Ferry's instrument involved minor changes, for example, changes in wording to refer specifically to the organization being studied. Some of the other changes may have been major, for example, although six questionnaire items are suggested by Van de Ven and Ferry to measure the dimension of formalization of relationship [see Table 4.1 (p. 59)], Gessessee used only one of these items to assess the degree of formalization in his study

SUMMARY

Within the foregoing sections of this chapter, a brief review of the related literature has been made with respect to the concept of interorganizational relationships. The review showed the increasing importance of interorganizational relationships and the continuing need for research in the interorganizational field. Several approaches to the analysis of interrelationships were identified including that of Marrett (1971) and Van de Ven and Ferry (1980). The latter broadened the relational properties approach of Marrett by identifying and refining linkage dimensions which are amenable to measurement. The relational properties approach and the conceptual framework of Van de Ven and Ferry appeared to provide a sound basis for a study of interorganizational linkages.

Discussed, also, were the key roles of boundary spanners in the linking of organizations and which are directly relevant for the goal attainment of these organizations. To this end, boundary spanners need to be skilled in dealing with impediments to communication between organizations, and in establishing and maintaining positive relationships with other boundary spanners. Their roles are key to effective interorganizational relationships.

Table 2.1

Summary of Conceptual Frameworks and Instruments Used in Studies of Relationships in Joint Cooperative Programs

	Study					
Framework and Instrument	Andrews	Mutema	Germscheid	Kennedy	Mann	Gessessee
"Marrett Type" Framework						
Formalization	R	R	R	R		V
Intensity	R	R	R	R		V
Reciprocity	R	R	R	R		V
Standardization		R				V
Integration	R		R	R		
"Van de Ven Type" Framework						
Resource dependence					V	
Awareness					V	
Consensus					V	
Amount, direction and time spent in communication					V	
Ease of communication					V	
Formalization					V	
Influence					V	
Effectiveness Instrument						
Accreditation survey reports	O					
Student performance in exam	O					
Completion of program				O		
Questionnaire (perceptual)	R	R	R		V	V
Interview (perceptual)		R				

Key: R = instrument or interview guide developed by researcher
V = adaptation by researcher of Van de Ven and Ferry's instrument
O = "objective" measure

Although the concept of organizational effectiveness is central to organizational theory, consensus regarding its meaning and its measurement seems to have eluded the efforts of theoreticians in the field. However, Van de Ven and Ferry (1980) believe that the effectiveness of the relationships between and among organizations can be measured and that the subjective attitudes of the boundary spanners can provide the indicators of effectiveness.

A comparison was made of several studies of linkages among organizations engaged in cooperative educational and vocational training programs. Although the studies were based on the conceptual frameworks of either Marrett (1971) or Van de Ven and Ferry (1980), or both, the diversity of instruments and indicators of effectiveness made comparisons of the results of the studies rather difficult. There appeared to be a need for more standardized approaches and instruments in the study of interorganizational relationships.

Chapter 3

DESCRIPTION OF THE ALBERTA TEACHERS' ASSOCIATION

The Alberta Teachers' Association (ATA) is a major organization within the educational community in Alberta, and, as such, plays an important role in many matters concerning education in the province of Alberta. The ATA is also the focal organization upon whose relationships with other organizations this study is based. The purpose of this chapter is, with regard to the ATA: to indicate briefly its objectives, types of membership, and principal fields of activity; to outline its organizational structure and major functions; to identify some of the features which it has in common with, or which distinguish it from, other organizations; and to indicate some of the issues with which it has been recently confronted.

According to the *Members' Handbook, 1984 Edition* the Alberta Teachers' Alliance (the forerunner of the present Alberta Teachers' Association) was founded during World War I with its first annual meeting being held during Easter week of 1918. At that time, the teaching profession in Alberta had reached a very low ebb. Teachers had neither tenure nor right of appeal against dismissal. Continuing contracts were uncommon, term contracts were prevalent. Existing in very undignified circumstances, both socially and economically, teachers were leaving the profession by the hundreds to search for better conditions elsewhere.

Objectives of the ATA

Among the objectives of the newly formed Alliance were: to advance and safeguard the cause of education; to raise the status of the teaching profession; and to unite the members in an association for their mutual improvement, protection and general welfare.

By the enactment of the *Teaching Profession Act* in 1935 the Alberta Teachers' Association was constituted as a corporation. Sections 3 and 4 of the current version of

the Act (*Chapter T-3 Revised Statutes of Alberta 1980*) specify the ATA's objects or powers, among which are the following:

3. (1) The association may take any measure that is not inconsistent with this Act or any Act or regulation of Alberta and that it considers necessary in order to give effect to any policy adopted by it with respect to any question or matter directly or indirectly affecting the teaching profession.

4. The objects of the association are

(a) to advance and promote the cause of education in Alberta;

(b) to improve the teaching profession

(i) by promoting and supporting recruitment and selection practices which ensure capable candidates for teacher education,

(ii) by promoting and supporting adequate programs of pre-service preparation, internship and certification,

(iii) by promoting the establishment of working conditions that will make possible the best level of professional service,

(iv) by organizing and supporting groups which tend to improve the knowledge and skill of teachers,

(v) by meetings, publications, research and other activities designed to maintain and improve the competence of teachers, and

(vi) by advising, assisting, protecting and disciplining members in the discharge of their professional duties and relationships;

(c) to arouse and increase public interest in the importance of education and public knowledge of the aims of education, financial support for education, and other education matters;

(d) to co-operate with other organizations and bodies in Canada and elsewhere having the same or like aims and objects.

In order for the ATA to accomplish these objectives it would be necessary to interact with numerous other organizations. For example, the ATA would need to work with the Faculties of Education and the Alberta Department of Education to promote and support adequate programs of pre-service preparation, internship and certification. Also, in promoting the establishment of working conditions that will make possible the best level of professional service, the ATA would need to work with the organization that represents the employers of its members, that is the Alberta School Trustees' Association.

The following section describes the nature of the ATA's membership, both the compulsory and the voluntary classes.

Types of Membership of the ATA

Section 5 of the Act indicates the nature of compulsory active membership, thus,

5. (1) The employment of a teacher by a school board other than as a superintendent, is conditional on the teacher being and continuing to be an active member of the association.

Sections 6 and 7 of the Act describe the several classes of membership and the rights of these types of members.

6. (1) The membership of the association is composed of active, associate, life, honorary and student members.

(2) Only teachers who are employed by school boards, other than as superintendents, may be active members of the association.

(3) The association may grant associate, honorary, life or student membership to any person who meets the conditions prescribed by the by-laws.

7. (1) Active members have the right to vote and, subject to the by-laws, have the right to hold office in the association.

(2) Associate members have the right to vote and, subject to the by-laws, have the right to hold office in the association, but are not subject to the provisions of

the by-laws relating to discipline and approved by the Lieutenant Governor in Council pursuant to section 15 (1).

(3) Life, honorary and student members do not have the right to vote or to hold office in the association and are not subject to the disciplinary provisions contained in this Act or the by-laws.

Principal Fields of Activity

Chalmers (1967) states that, throughout its history, the efforts of the Association have been concentrated in four principal fields of activity, namely: (a) building up its membership, culminating in the attainment of automatic membership in 1936; (b) increasing the professional qualifications of the membership; (c) improving the members' economic condition by securing adequate pension provisions, satisfactory housing, higher salaries, and tenure; (d) obtaining recognition from school boards, the Department of Education, the University of Alberta,and other bodies, that the ATA is the sole corporate representative of all the teachers in the public and separate school jurisdictions in Alberta.

Summary

All teachers in the public and separate schools in Alberta are compelled by provincial statute, the *Teaching Profession Act*, to be active members of the Alberta Teachers' Association. Additional categories of membership permit other persons to be members of the ATA. However, the nature of rights and privileges, and of being subject to the provisions of the discipline by-laws, vary according to the class of membership.

It would appear that the objectives of the precursory organization, the Alberta Teachers' Alliance, as stated near the beginning of this chapter, have been substantially achieved. The activities of the successive organization, the Alberta Teachers' Association, have been instrumental in, for example, advancing the cause of education,

raising the status of the teaching profession, and uniting all of the Alberta public and separate school teachers in one association.

ORGANIZATIONAL STRUCTURE OF THE ATA

The information contained in this section has been derived from the *ATA Directory and Information Guide 1984/85* and the *Teacher Orientation Kit 1984*. both of which pertain to the period of this study. Figure 3.1, which is adapted from the *ATA Directory and Information Guide 1984/85,* (p. 17) depicts the organizational structure of the ATA. The three major divisions, or arms, of the Association are (a) the legislative arm (the Annual Representative Assembly), (b) the executive arm (the Provincial Executive Council), and (c) the administrative arm (the staff).

The Annual Representative Assembly: The Legislative Arm

Sections 9 and 10 of the *Teaching Profession Act* provide that the ATA shall be governed by an annual general meeting and that this meeting shall be composed of the officers, the executive council and delegates from local associations. The General Bylaws of the Association further provide that this meeting shall be called the Annual Representative Assembly (ARA) and that it shall: (a) determine general policy of the Association; (b) receive reports of the Provincial Executive Council (PEC), its officers and committees, and deal with any questions arising therefrom; and (c) deal with any matter brought before it by a local in the form prescribed by PEC. The bylaws also specify the formula for determining representation from each local.

Each year, the ARA which consists of approximately 470 local representatives and members of PEC meets to formulate policy, adopt the budget for the ensuing fiscal year, set the membership fee and approve revisions to bylaws. In addition, attention is focused on other important educational matters of interest or concern to the membership.

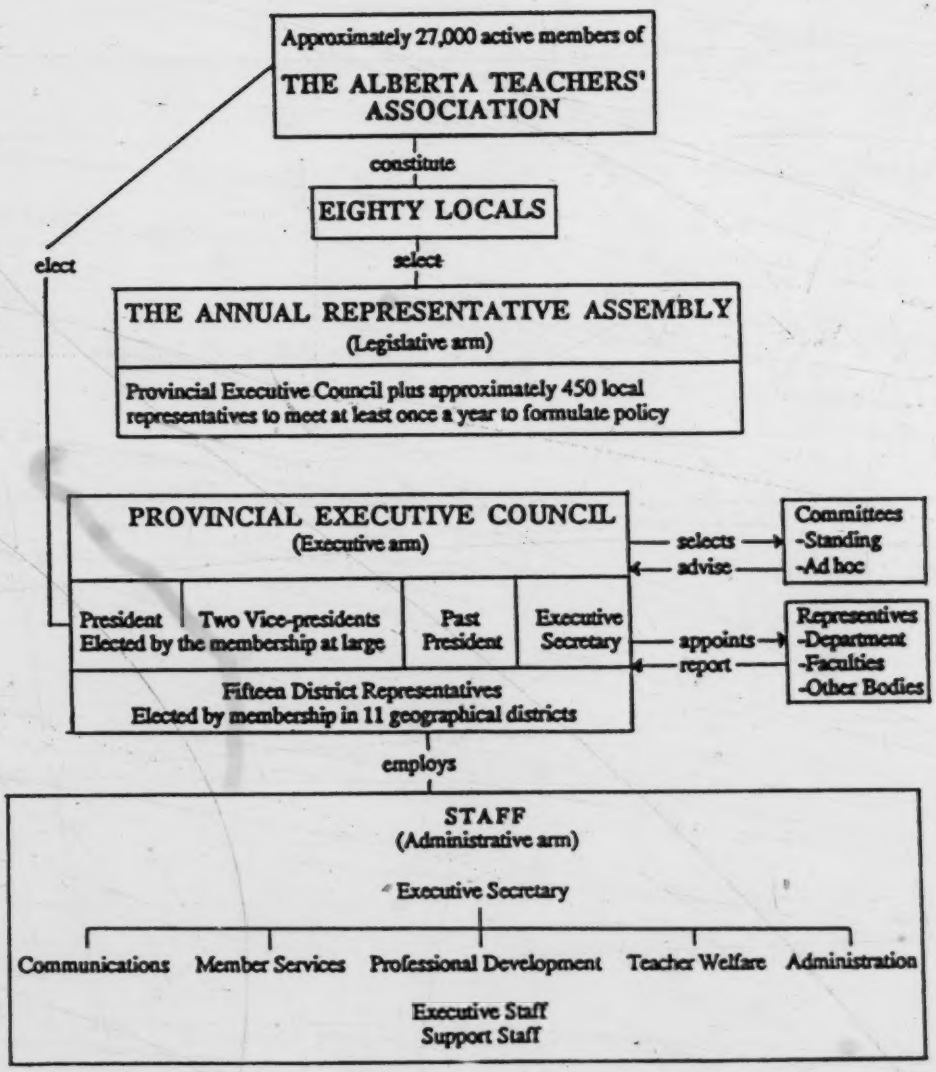

Figure 3.1

ATA Structure and Organization
(Adapted from ATA Directory 1984/85, p.17)

The Provincial Executive Council: The Executive Arm

The executive arm of the Association is the Provincial Executive Council which comprises the five table officers of the Association and 15 district representatives. PEC transacts the business of the Association. This body supervises the implementation of policy and, where time is of the essence, may formulate interim policy. It interprets the application of policy and provides guidance to staff and committees in situations where no policy exists. Among its other functions are: (a) to establish guidelines for the general operation of the Association; (b) to direct staff in the development of programs; (c) to consider program reports, recommendations from committees, and reports from representatives and staff; and (d) to deal with problems directed to it by staff and members. A considerable amount of Council's time is occupied with development of the budget and consideration of resolutions for the ARA.

Table Officers' Committee

The Table Officers Committee consists of the President, both Vice-presidents, past President, and Executive Secretary. The Committee's duties and responsibilities are of three types (a) to act on matters referred by PEC, (b) to act in emergencies or where time is of the essence, and (c) to deal with administrative matters delegated by PEC on a continuing basis.

Among administrative matters dealt with are: (a) authorization of representations and delegations; (b) ratification of local fees and of constitutions of specialist councils, convention associations and locals; and (c) acting as the steering committee for the Annual Representative Assembly.

A major responsibility of the Table Officers' Committee is to represent the ATA in meetings with government and with other organizations. Also, the Committee is the reporting channel for several provincial bodies on which the Association has representation, that is (a) the Advisory Committee on School Facilities, (b) The Council

of Educational Facility Planners International (Alberta Chapter), (c) the Energy Conservation Field Projects Steering Committee, (d) the Leadership Seminar Policy Board, and (e) Alberta Education Steering Committee on Private Schools Study.

The Staff of the Association: The Administrative Arm

The administrative arm of the Association is the staff which comprises the executive secretary (the chief administrative officer) who is a teacher, 21 other executive staff who are also teachers and approximately 75 other staff members. The staff carries forward the policies adopted by the ARA, the decisions of PEC and the work of committees. This arm is organized into five program areas, that is, Coordinating and Operations, Communications, Member Services, Professional Development, and Teacher Welfare.

Coordinating and Operations program area. According to the *ATA Directory and Information Guide 1984-85 (1984)*, the senior members of the Coordinating and Operations unit, (i.e., The executive secretary, the associate executive secretary, and the assistant executive secretary) coordinate the work of approximately 20 executive and 80 support staff. Their major responsibilities relate to the government of the ATA, as exercised through the Annual Representative Assembly, the Provincial Executive Council, and the Table Officers' Committee. These senior members are also responsible for Association operations necessary for maintaining the organization (e.g., accounting, buildings, personnel and membership records).

Communications program area. According to the *Teacher Orientation Kit 1984*, the work of the Communications program area centers on the Association's internal and external communication programs, its public relations program and its political involvement program. Two publications play a central role in the work of this unit, that is, *The ATA Magazine* and *The ATA News*.

The ATA Magazine is published four times during the school year and its major roles are: (a) to carry forward the association's objectives; (b) to create a favorable public

image of the teaching profession in Alberta; (c) to be, in part, a record of the Association; and (d) to make a professional contribution to education by publishing relevant and contemporary articles. The Magazine is distributed to all ATA members, Alberta Education, universities in Alberta, school trustees, federal and provincial government representatives and the media.

The ATA News is published bi-weekly except during July and August and has the same distribution as the Magazine. Although similar to the Magazine in that it serves as an ongoing record of the Association's activities, its function is different since it also serves, as the current voice of the ATA. The News carries more timely and topical items written in a concise manner and informs the readership of major policy decisions and major activities of teachers, locals and the Association.

Public relations and publicity activities are directed towards developing an appreciation of the work of Alberta's teachers and their professional organization. The intent of the public relations programs is to be supportive of members of the general public over long-term periods. To this end, press releases, advertising and the promotion of special events support both ongoing public relations programs and emergent issues of concern to teachers.

According to the *Teacher Orientation Kit 1984* (p. 6), the political involvement program "has three prime purposes: (1) to make teachers aware of the political process and its importance to education, (2) to make MLAs aware of education, (3) to encourage local participation in the activities of school trustees particularly, though not only, at election time."

The work of the Communications unit is carried forward by a coordinator and two other executive staff officers, three intermediate staff and support staff.

Member Services program area. The staff of the Member Services Unit comprises a coordinator, five executive assistants, a librarian and other support staff. As one of the executive assistants was on extended sick leave, the Focal Organization Questionnaire

was completed only by the coordinator and the four other executive assistants. The Member Services Unit provides direct services to members and local associations, for example, in the areas of transfers, terminations and suspensions; legal liability of teachers; discipline of members; professional relations problems among teachers; and investigations of complaints against teachers, boards or superintendents.

Professional Development program area. According to the *Teacher Orientation Kit 1984*, the major objective of professional development is to maintain a high standard of professional practice. Towards this end, the Association is concerned with six major aspects of professionalism (a) preservice preparation, (b) introduction to practice, (c) conditions of practice, (d) content of practice, (e) inservice education, and (f) competent practice.

The Association's curriculum committee:

> serves as an idea exchange among universities, the Department of Education, the Alberta School Trustees' Association and The Alberta Teachers' Association ...[Also, it] organizes curriculum conferences and provides orientation for teacher members of Alberta Education's Curriculum and Student Evaluation Policies Board and committees.

Liaison is maintained with Alberta Education, universities and colleges on matters of common interest. These agencies provide representation on ATA committees (Teacher Education and Certification, Curriculum, Membership Eligibility, and Teacher Qualifications) and the Association reciprocates by providing representatives to a wide variety of Department of Education, university and college committees. Representation to the government is also made by the Association via a regular series of briefs and formal meetings.

The professional staff of the Professional Development Program Area consists of one coordinator and four executive assistants.

Teacher Welfare program area. According to the *ATA Directory and Information Guide 1984/1985* (p. 21), "Teachers are dedicated to providing the best possible professional service. But to be able to provide the best, teachers must also look after

themselves." It is to this end that the ATA concerns itself with the welfare of its members.

The *Teacher Orientation Kit 1984* (p. 17) delineates the functions of the Teacher Welfare Unit as follows:

> (a) Publishes economic bulletins, collective bargaining reports, and other publications containing information for members and economic and negotiating committees.
> (b) Provides advice and receives member reaction through teacher welfare area conferences.
> (c) Makes available, to bargaining units, the services of economic consultants and staff officers to assist in evaluating proposals and to provide counsel on bargaining.
> (d) Provides representatives of the bargaining agent to bargaining units if requested by the teachers or where served notice by an employer.
> (e) Provides advice and consultation on an individual or group basis respecting pensions.
> (f) Maintains liaison regarding group life and long-term disability insurance, dental care program, and additional term insurance.
> (g) Provides counsel and representation on problems concerning Unemployment Insurance.
> (h) Conducts research and provides information to locals in the area of education finance.

The staff of the unit consists of a coordinator, five executive staff, three intermediate staff and support staff.

Summary

The purpose of this section was to provide details of the organizational structure and of the functions of the various arms and units of the Alberta Teachers' Association. If one accepts Van de Ven and Ferry's definition (1980, p. 241) of a complex organization as one that has "multiple domains, purposes, and tasks which are assigned to various organizational units," then the ATA is, indeed, a complex organization. As this study focused on the relationships between units of the ATA and units of other selected organizations, a basic knowledge of the organizational structure and functions of the ATA may be useful in understanding the reports and discussions in the chapters which follow.

THE ATA--A COMMON BUT A UNIQUE ORGANIZATION

Scott (1981) discusses two major themes relating to organizations, commonality and diversity. The former theme contends that organizations share certain features which serve to distinguish them from other social entities; the latter theme shows itself in two forms, one of which is that organizations exhibit a wide variety of forms and perform many functions. Recognition of the validity of these two major themes of commonality and diversity results in the conclusion that, to some degree, one organization is (a) like **all** other organizations, (b) like **some** other organizations and (c) like **no** other organization.

With regard to commonality, Scott (1981) expresses the opinion that if organizations are conceived as social structures created by individuals to support the collaborative pursuit of specified goals, all organizations confront a number of common problems. All must define (and redefine) their objectives, induce participants to contribute services, control and coordinate these contributions, garner resources from the environment and dispense products or services, train and replace participants, and achieve some sort of working accommodation with the neighbors.

An examination of some of the features of the ATA shows how it is like **all** other organizations. For example, with regard to the ATA:

1. Its objectives are defined (and redefined) by the *Teaching Profession Act*, its General Bylaws and resolutions passed at the Annual Representative Assembly.

2. Staff members are induced to contribute services by means of salary and other benefits. Induction ceremonies for new teachers and the awarding of life memberships to older teachers who have rendered long and faithful service induce members to contribute services.

3. Services contributed by members are controlled and coordinated by the Coordination and Operations unit at the provincial level, and its counterpart committees at the local association level.

4. Human and material resources are garnered from ATA members and other organizations and products or services given in return.

5. Regular elections for local, district, or provincial office ensure the selection, training and replacement of participants.

6. Through interaction, negotiation and conciliation some sort of accommodation with the neighbors is achieved.

Therefore, with regard to the above, the ATA has characteristics like those of **all** other organizations.

According to the *Members' Handbook, 1984 Edition* (p. 36), the central objective of the ATA is that of building the teaching profession in Alberta, and, in pursuing this central objective, the Association provides numerous services to individual teachers and to groups of teachers. Also, according to the *Teacher Orientation Kit, 1984,* the Alberta Teachers' Association is:

> dedicated to advancing the cause of education and to building the teaching profession in Alberta. The Association is the only organization in Alberta which has as its central purpose the increasing professionalization of teaching. It is the expression of collective professional action.

The ATA asserts that these aims are interdependent, that is, improvement of the professional status of teachers will, in turn, advance education in the province of Alberta. However, in spite of the asserted interdependence of these aims, the overriding concern of the Association was reported by Odynak (1963) as being that of collective bargaining. He perceived that teachers' salaries and other aspects of economic welfare pervaded all other concerns of the Association. *Cui bono*? Clearly, the prime benefactors are the rank-and-file participants--the members of this mutual benefit association.

In his examination of the organization of the ATA as an interest group, Odynak (1963) found that this organization had the dimensions of a bureaucracy. At every level of government of the ATA an active minority possessing certain characteristics was in non-formal control. The permanent Executive Staff wielded the greatest non-formal control. In short, Odynak maintains that the real control of the Association resides in the permanent Executive Staff and not in the membership; the ATA is an oligarchy. The ATA has characteristics of, and therefore is like **some** other organizations, especially those mutual-benefit associations which are bureaucratic in structure and oligarchic in governance.

How is the ATA like **no** other organization? As stated above, it is the sole organization whose central objective is that of increasing professionalism among teachers in Alberta. Further, the ATA is the only organization in Alberta of which all the teachers in the public and separate school jurisdictions automatically are members. Expulsion from membership precludes a teacher from teaching in public and separate school jurisdictions in Alberta. Also, the Association is recognized by school boards, the Department of Education, the Universities in Alberta, and others, as the sole corporate representative of all the teachers in Alberta public and separate school jurisdictions.

Summary

The ATA confronts a number of problems in common with **all** other organizations. Also, the ATA possesses characteristics of, and therefore is like, **some** organizations, especially mutual benefit associations which are bureaucratic in structure and oligarchic in governance. As the sole corporate representative of all the Alberta public and separate school teachers, in this regard the ATA is like **no** other organization.

During recent years, the ATA has been confronted with several important issues. In this section, attention will be given to two of the more important of these issues, that is, the Council on Alberta Teaching Standards and the Initiation to Teaching Practice.

The Council on Alberta Teaching Standards

According to *The Practice Review of Teachers Regulation: A Monograph* (1987) the Council on Alberta Teaching Standards (COATS) was established by Ministerial Order in June, 1985. Included within the mandate of COATS was the task of developing a regulation for recommendation to the Minister of Education which would govern complaints with respect to alleged incompetence or unskilled practice(s) of teachers. Subsequently, the COATS recommendation was approved by Ministerial order as *The Practice Review of Teachers Regulation* which is now subsumed within the authority of the Department of Education Act and the School Act. The responsibility for the effective operation of this regulation has been delegated by the Minister to COATS. Administrative support for the "implementation and function of the Regulation" (1987, p.2) is provided by the Teacher Certification and Development Branch of the Alberta Department of Education.

COATS will investigate complaints of alleged unskilled or incompetent practice of teachers in public or separate schools, and private schools approved by the Minister. This authority ought not to be confused with that provided to the Alberta Teachers' Association under the *Teaching Profession Act* to investigate and, if necessary, to take action on complaints of unprofessional conduct of teachers. Also, the authority should not be confused with the responsibility of local school boards to act on matters related to contractual issues including, if necessary, a decision to terminate a teacher's contract.

The Council comprises 11 members of whom one is a teacher representative of the ATA and four are practising teachers from various geographical areas of the province.

Thus, five active members of the Association serve on COATS. The membership of each of the three major committees under COATS includes representatives of the practising teachers who serve on the Council.

A decision on the first case heard by COATS was reached in June, 1989 at which time the Minister suspended the certification of a teacher who was found to be lacking in skill and judgment in class.

The Initiation to Teaching Project

When Education Minister David King announced in October, 1984 that he was considering an internship program for beginning teachers, he stated his intention to consult with representatives of the ASTA and the ATA to examine possible ways of implementing the program on a trial basis during the 1985-86 school year. The project would enable school boards to hire beginning teachers to work as interns in classrooms and enable the provincial government and the two associations to assess the effectiveness of an internship program to considering its adoption on a more permanent basis.

At the time, there was a surplus of new graduates from the faculties of education in Alberta who were unable to find employment as teachers. Although these new graduates lacked work experience, they possessed skills and talents which they could employ in working with teachers in the classroom. King believed that the timing was right for an internship program and hoped that his discussions with the ASTA and the ATA would lead to some concrete suggestions for implementing such a program. Subsequently, the government announced the establishment of the Initiation to Teaching Project (ITP) in the Speech from the Throne in March, 1985.

Ratsoy et al. (1987, pp. vii-viii) who conducted the evaluation of the 2-year operation of the project reported that the internship year facilitated the transition from teacher to student. They reported that :

> The respondent groups expressed overall support for the four specific purposes of the internship program: the refinement of teaching skills of interns, the assessment of the interns' suitability for placement, the development of professional relationships by interns, and the further development of professional skills of supervising teachers.

The evaluation report contained a major recommendation and proposed interim measures for a required, approved internship to be known as a "Teacher Residency Program." The report recognized the need for additional resources to implement the recommendation and proposals and expressed the opinion that, "In view of the benefits to all parties involved, the sources and amounts of these additional resources should be jointly determined by the major educational organizations in the province." For whatever reason, perhaps because of the perceived need for financial restraint in education, the recommendation and proposed measures have not yet been implemented.

SUMMARY

This chapter contained a brief outline of the historical background, the organizational structure and major functions, and the features which the ATA has in common with, or which distinguish it from other organizations.

For the ATA to achieve its objectives, as delineated in the *Teaching Profession Act*, it is obliged to cooperate with other organizations in a variety of endeavors. These organizations are identified and the nature of their relationship with the ATA are discussed in the chapters which follow. As this study focused on the relationships between units of the ATA and units of other organizations, descriptions of the organizational structure and of the functions of the various arms and units of the ATA were provided. Subsequently, discussion focused on how this complex organization, the Alberta Teachers' Association, resembled or differed from other organizations. Several recent issues which involved the ATA were presented in the concluding section of the chapter.

Chapter 4

RESEARCH DESIGN AND METHODOLOGY

This study was concerned with the examination of the linkages between a major professional organization in Alberta and the organizations in its environment. Since the objective was to ascertain "what was" rather than to predict the linkages that would be found, no hypotheses were generated. The data gathered by questionnaire and interview were perceptual in nature. The research design and methodological procedures for the study constitute the substance of this chapter whose four major sections are research design, instrument selection, research methodology, and description of the respondents involved in the study.

RESEARCH DESIGN

The literature on the open systems perspective, in general, and the relational properties approach of Marrett (1971) and Van de Ven and Ferry (1980), in particular, provided the rationale for the approach taken in this study. The research variables and level of analysis of the study which are now described..

Research Variables

The research variables selected for the study are as identified and used by Van de Ven and Ferry in their conceptual framework for assessing interorganizational relationships (IRs). Relationships between units are measured in terms of *context* (the degrees of dependence, awareness, consensus, and domain similarity), *process* (the transactions of resources and information), *structure* (the formalization of the relationships and the distribution of influence), and *outcomes* (the perceived effectiveness of the relationships). An additional dimension is that of conflict and

resolution of conflict. The variables provide a means of measuring the dimensions of an interorganizational relationship and are defined operationally in this chapter.

The Focus and Level of Analysis of the Study

The focal organization of the study was the Alberta Teachers' Association, which, like many of the organizations with which it interacts, is a complex organization and, as such, has multiple domains, purposes, and tasks which are assigned to various organization units. Also, since each of these units may adopt an appropriate structural form to deal with its particular environment, the appropriate level of analysis of the study is the pairwise relationship between a unit of the ATA (F) and a unit of another organization (O). That is, the study was predominantly at the F-O level of dyadic relationships during a previous 6-month period. However, certain aspects, for example, development of relationships, and effectiveness of relationships over time, were studied at the interorganizational rather than at the interunit level during a lengthier, nonspecified period of time.

Since the ATA was considered by the researcher as being composed organizationally of five units, the primary focus of the study was on the linkages that existed between these ATA units and selected other units. A secondary focus of the study was at the interorganizational level, that is, on the linkages that existed between the ATA and five other organizations which have a vested interest in education in Alberta, that is, the stakeholder educational organizations.

INSTRUMENT SELECTION

According to Lawler et al. (1980, p. 38), much of the research on organizations is "noncumulative and noncommunicable across disciplines." Although it would be neither reasonable nor desirable for all researchers to follow the same approach to doing research, considerable benefit would be derived from greater standardization in the use of

measures. Lawler et al. (1980) summarize the key desirable characteristics of research data according to the intended use. For example, for decision-making purposes, data should be longitudinal, easily communicated, comprehensive, inexpensive, and possess high face validity. For research purposes, data should be theoretically comprehensive and meaningful, be replicable by other researchers, and possess acceptable psychometric and statistical properties. An instrument was sought that would possess these key desirable qualities. A perusal of the Interunit Relations Module of the Organization Assessment Instruments developed by Van de Ven and Ferry (1980) indicated to the researcher that it would likely be useful for the measurement of the dyadic relationships of this study.

The same basic conceptual framework is used by Van de Ven and Ferry to assess relationships both between units within one organization, and between units in different organizations. The Interunit Relations Module which they have developed focuses on the relationships that an organization unit maintains with units which may exist within the same organization or in other organizations. The Module was used in their study of 133 pairwise relationships between 14 focal organizations and 133 other organizations in Texas in 1974.

The extensive psychometric evaluation of the OAI indices which they performed (1980) constituted the first major step in testing their theory. Their analysis of the OAI data showed that the levels of internal consistency and convergent and discriminant validity were satisfactory for eight of the dimensions in their theory, whereas improvements were required in two of the dimensions. Also, from the standpoint of practical usefulness for assessing interunit coordination, the OAI indices were found to represent a good compromise between being sufficiently general to be applicable to a variety of contractual and voluntary relationships, and being sufficiently specific to account for 35% to 65% of the variations in different kinds of resource transactions between organizations.

During the years since their 1974 Texas pairwise interagency study, the authors have revised the OAI to incorporate conceptual revisions made in the organization assessment framework and improvements to the measurement properties of various indices. For example, the index of interunit influence was introduced as an important dimension of the structure of an interunit relationship. The index of formalization was revised substantially to reflect the authors' broader conceptualization of formalization of a dyadic relationship. Other changes were made in an attempt to correct measurement difficulties, such as in the variability of resource flows and domain similarity indices. A future evaluation would be required to determine the properties of the new and modified indices.

The authors believe that the revised (fourth) version of the OAI has reached a design stage that warrants its use by other researchers in organization studies and for the further development and testing of the general applicability of the OAI. They acknowledge that an adequate test of their theory on the formation and maintenance of relationships among organization units requires longitudinal data. By means of successive applications of the OAI, the needed longitudinal data can be acquired.

The OAI Interunit Module comprises two questionnaires which measure pairwise linkage dimensions, a Focal Unit Questionnaire (FQ) and an Other Unit Questionnaire (OQ). The OQ is an abbreviated version of the FQ which contains questions that match those in the longer instrument on the key attitudinal variables, such as dependence, awareness, consensus and effectiveness. Since there appeared to be good reason for using the OAI in research activities of this nature, the Interunit Relations Module was chosen as the major data-collecting device for this study. Permission to use the Module was granted by the holder of copyright, Professor Van de Ven, a copy of whose letter of permission is shown in Appendix A. With the exception of the deletion of FQ items 4a and 4b, which relate specifically to the relationships between units *within* an organization,

the questionnaires were used as depicted by Van de Ven and Ferry (1980, pp. 409-417). Appendix C contains a copy of these questionnaires.

Table 4.1 which is based on Van de Ven and Ferry's computational procedures (1980, pp. 409-417) illustrates how the FQ and the OQ relate to each other with regard to the definitions and measures of the linkage variables. The operational definitions used by Van de Ven and Ferry (1980) together with examples of questionnaire items are presented below.

Contextual Dimensions

The contextual dimensions are the degrees of interunit dependence, awareness, consensus, and domain similarity. Interunit resource dependence refers to the extent to which the parties in a relationship perceive they need the other party to attain their self-interest goals or intentions. This construct is computed as the average of matching responses to items 9, 10 and 3 in the FQ and items 8, 7 and 19 in the OQ. The Focal Unit Questionnaire items are:

9. For this *other unit* to accomplish its goals and responsibilities, *how much* does *it need* the *services, resources*, or *support from your unit*?

10. For *your unit* to accomplish its goals and responsibilities, *how much* do *you need* the *services, resources*, or *support from this other unit*?

NOT AT ALL	VERY LITTLE	SOME	QUITE A BIT	VERY MUCH
1	2	3	4	5

3. *How important* was this other unit in attaining the goals of your unit during the past 6 months?

NOT VERY IMPORTANT	SOMEWHAT IMPORTANT	QUITE IMPORTANT	VERY IMPORTANT	ABSOLUTELY CRUCIAL
1	2	3	4	5

Two levels of awareness are measured (1) *Interunit awareness* is the extent to which people in the focal and the other units are familiar with the services and goals of each other; (2) *Interunit personal acquaintance* refers to the length of the acquaintanceship and

Table 4.1

Chart Relating OAI Focal Unit (FQ) and Other Unit (OQ) Questionnaires to Definitions and Measures of Interunit Relations

		FQ	OQ
A.	Basic Identification Variables		
1.	Types of reasons for relationship		
	a. for work or clients	5a	5a
	b. for resources	5b	5b
	c. for technical assistance	5c	5c
	d. for information	5d	5d
2.	Prior effectiveness of relationship	8	4
B.	Interunit Resource Dependence		
	a. other unit dependence on focal unit	9	8
	b. focal unit dependence on other unit	10	7
	c. importance of other unit to focal unit	3	
	d. importance of focal unit to other unit		19
C.	Interunit Awareness		
	a. years/months relationship in existence	7	
	b. focal unit informed of other unit goals and services	11	
	c. other unit informed of focal unit goals and services		3
	d. years/months of personal acquaintance	15	
	e. degree of personal acquaintance	16	1
D.	Interunit Consensus/Conflict		
	a. agree on goal priorities	17a	2a
	b. agree on ways work/services are provided	17b	2b
	c. agree on terms of relationship	17c	2c
	d. extent other party hindered performance	19	17
	e. frequency of conflict	32	16
E.	Conflict Resolution (CR)		
	a. extent differences resolved	34	18
	b CR by avoiding issues	33a	
	c CR by smoothing over issues	33b	
	d. CR by confronting issues	33c	
	e. CR by hierarchy	33d	
F.	Interunit Domain Similarity		
	a. same funding source	18a	
	b. same kind of work	18b	
	c. same clients or customers	18c	
	d. same operating goals	18d	
	e. same employee skills	18e	
	f. same technology	18f	

Continued

Table 4.1 (Continued)

G	Interunit Communications		
a.	frequency of written reports	22a	
b.	frequency of face-to-face talks	22b	
c.	frequency of telephone calls	22c	
d.	frequency of group meetings	22d	
e.	overall frequency of contacts	21	13
f.	percent time spent with other party	26a	12
g.	percent contacts initiated by focal unit	23	
h.	difficulty getting in touch	25	14
i.	difficulty getting ideas across	24	15
H.	Interunit Resource Flows		
a.	work received from other unit	26b	
b.	money or budget received from other unit	26d	
c.	technical/functional assistance received from other unit	26c	
d.	completed work sent to other unit	27a	
e.	money or budget allocated to other unit	27b	
f.	technical/functional assistance provided to other unit	27c	
I.	Variability of Resource Flows		
a.	resource flows the same each time transacted	28	
b.	resource flow problems encountered	30	
c.	resource flow interruptions	29	
J.	Formalization of Interunit Relationships		
a.	extent relation mandated	4a, 4b	
b.	relation explicitly verbalized	6a	11a
c.	relation written down in detail	6b	11b
d.	extent SOPs established	31a	
e.	extent formal channels followed	31b	
K.	Interunit Influence		
a.	focal unit say over other unit	13	9
b.	extent focal unit changed other unit's goals or services	40	26
c.	other unit say over focal unit operations	12	10
d.	extent other unit changed focal unit goals or services	41	25
L	Perceived Effectiveness of Interunit Relationship		
a.	extent other unit carried out commitments	35	21
b.	extent focal unit carried out commitments	36	20
c.	extent relationship is productive	37	22
d.	extent time and effort is worthwhile	38	23
e.	extent satisfied with relationship	39	24
f.	equality of transactions	20	6

the degree to which the boundary spanners in the focal and other units in the relationship know one another on a personal basis. Examples of questionnaire items that measure this dimension are:

11. How well *informed* are *you* about the specific goals and services of this other unit?

NOT AT ALL	LITTLE INFORMED	SOMEWHAT INFORMED	QUITE INFORMED	VERY WELL INFORMED
1	2	3	4	5

16. *How well* are you *personally acquainted* with the *contact person* in this other unit?

NO PERSONAL ACQUAINTANCE	NOT VERY WELL	SOMEWHAT WELL	QUITE WELL	VERY WELL
1	2	3	4	5

Interunit consensus refers to the degree of agreement or disagreement (i.e., conflict) among the parties in a relationship on their operating goals (ends), the specific ways they do their work (means), and the terms of their relationships. Consensus is computed as the average of five questions in both the Focal and Other Unit Questionnaires. One of these questions, FQ item 32, which matches OQ item 16, provides a measure of the frequency of conflict between the parties in the relationship.

32. During the past six months, *how often* were there *disagreements or disputes* between people in your unit and this other unit?

NOT ONCE	ABOUT ONCE A MONTH	ABOUT VERY 2 WEEKS	ABOUT ONCE A WEEK	SEVERAL TIMES A WEEK	EVERY DAY
1	2	3	4	5	6

Four basic methods of resolving conflict are measured by the FQ to determine how disagreements and disputes are dealt with by the parties in the relationship.

33. When these disagreements or disputes occurred, *how often were they handled* in *each* of the following ways during the past six months?

    a. By ignoring or avoiding the issues?

    b. By smoothing over the issues?

    c. By bringing the issues out in the open and working them out among the parties involved?

    d. By having a higher level manager or authority resolve the issues between the parties involved?

ALMOST NEVER	SELDOM	ABOUT HALF THE TIME	OFTEN	ALMOST ALWAYS
1	2	3	4	5

Interunit domain similarity is the extent to which units in a relationship obtain their money from the same sources; have the same goals, work, technology, and professional skills; and provide the same kinds of products and services to the same clients or customers. Focal Unit Questionnaire item 18 was designed to obtain information on the construct of interunit domain similarity. There are no matching items in the Other Unit Questionnaire.

18. To what extent does this other unit:

    a. Obtain its *funding* from the same *source* as your unit does?

    b. Do the same *kind of work* as your unit does?

    c. Have the same *clients or customers* as your unit?

    d. Have *operating goals similar* to your unit's goals?

    e. Have *employees* with *similar professional or trade skills* as those required of personnel in your unit?

    f. Use the same *technology, equipment, or information sources* as your unit in doing its work?

DON'T KNOW	TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSIDERABLE EXTENT	GREAT EXTENT
0	1	2	3	4	5

Process Dimensions

The process dimensions are interunit resource flows, interunit communications, and variability of resource flows. Interunit resource flows are any valued transactions between the units involved.

Interunit communications is a broad concept which includes the *mode, amount, content, direction,* and *ease* of information flows between the parties in a dyadic relationship. One of these aspects, ease of communications, is measured by the following two FQ items and matching items 14 and 15 in the OQ.

25. When you wanted to communicate with individuals in this other unit, how much *difficulty* have you had *getting in touch with them*?

24. Overall, how much *difficulty* do you experience in *getting ideas clearly across* to individuals in this other unit when you communicate with them?

NO CONTACT	NONE	LITTLE	SOME	QUITE A BIT	VERY MUCH
0	1	2	3	4	5

Variability of resource flows refers to the number of exceptions and problems encountered in the flows of resources between the focal unit and the other unit. This linkage dimension is operationalized in terms of the uniformity of resource flows, and the frequency of interruptions and problems encountered in transferring work objects and materials between the parties in a pairwise relationship. Only FQ items measure the variability of resource flows and include:

28. During the past six months, *how much the same* were these work materials, resources, or services each time they were sent to or received from this other unit?

ALMOST ALL THE SAME EACH TIME	MOSTLY THE SAME EACH TIME	ABOUT HALF THE SAME EACH TIME	MOSTLY DIFFERENT EACH TIME	ALMOST ALL DIFFERENT EACH TIME
1	2	3	4	5

29. To what *extent* did your unit *encounter interruptions or delays* to the *normal flows* of work, resources, or services from or to this other unit during the past six months?

TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	MUCH EXTENT	VERY GREAT EXTENT
1	2	3	4	5

Structural Dimensions

The two dimensions of structure are the formalization of, and the distribution of influence within a dyadic relationship. Formalization of interunit relationship refers to the degree to which the role behavior and activities of each party are mandated, clearly specified, and standardized. The FQ items that measure this dimension are:

4. a. Do you have a *contractual relationship* with this other unit? No Yes

   b. Is it *mandatory by government or trade regulations* that you interact with this other unit? No Yes

6. To what *extent* have the *terms of the relationship* between your unit and this other unit:

a. Been explicitly *verbalized or discussed*?

b. Been *written down in detail*?

As is shown in Table 4.1, OQ items 11a and 11b match FQ items 6a and 6b

31. To coordinate activities with this other unit during the past six month, *to what extent*:

a. Have *standard operating procedures been established* (e.g., rules, policies, forms, etc.)?

b. Are *formal* communication *channels followed*?

TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSIDERABLE EXTENT	GREAT EXTENT
1	2	3	4	5

Interunit influence is the ability of the focal unit to change or affect the internal operations of the other unit in the dyad and vice versa. FQ items which measure interunit influence and which have matching items in the OQ are:

12. How much *say or influence* does this *other unit* have on the internal operations of your unit?

13. How much *say or influence* does your unit have on the internal operations of this other unit?

NONE	LITTLE	SOME	QUITE A BIT	VERY MUCH
1	2	3	4	5

40. During the past six months, to what extent has *your unit changed or influenced* the services or operations of *this other unit*?

41. During the past six months, to what extent has *this other unit changed or influenced* the services or operations of *your unit*?

TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSIDERABLE EXTENT	GREAT EXTENT
1	2	3	4	5

Outcome Dimension

The outcome dimension of perceived effectiveness of interunit relationship is the extent to which the parties involved subjectively believe that each unit carries out its commitment, and feel that their relationship is equitable, worthwhile, productive, and satisfying. Thus, perceived effectiveness focuses on the subjective attitudes of each

unit's boundary spanners. As is shown in Table 4.1, Focal Unit Questionnaire items 35 to 39 and OQ items 20 to 24 were designed to obtain information on the perceived effectiveness of the interunit relationships.

35. To what extent has *this other unit* carried out its responsibilities and commitments in regard to your unit during the past six months?

36. To what extent has *your unit* carried out your responsibilities and commitments in regard to this other unit during the past six months?

37. To what extent do you feel the *relationship* between your unit and this other unit is *productive*?

38. To what extent is the *time* and *effort spent* in developing and maintaining the relationship with this other unit *worthwhile*?

39. Overall, to what extent were you *satisfied with the relationship* between your unit and this other unit during the past six months?

TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSIDERABLE EXTENT	GREAT EXTENT
1	2	3	4	5

RESEARCH METHODOLOGY

The following section contains descriptions of three strategies which may be employed in assessing interunit relationships.

Strategy Employed in the Study

Van de Ven and Ferry (1980) describe and discuss three basic strategies that could be adopted in assessing interunit relationships as follows:

Strategy 1 has the appropriate members of an organization unit describe their unit's external relationships with other-organization units, without clearly identifying these other units. Here, the organization unit is treated as the focus of observation, not the relationships that link the units. Thus, although this strategy has the merit of simplicity and may yield enough information to make a general assessment of the external environment, it provides no direct measurement of the relationships that an organization maintains with other organizations.

Strategy 2 has informants in a focal organization describe the relationships they maintain with clearly identified other organizations. This strategy, which treats the pairwise relationship as the unit of observation, could be implemented by having the focal organization unit respondents complete the questionnaire for, say, only the most important five other-organization units with which they are involved. These most important five organizations could either be selected by the respondents or preselected by the analyst. Although it would be possible for all appropriate, knowledgeable personnel in a focal organization to respond, considerations of cost and time may necessitate that only one or a few persons be asked to respond.

This strategy does provide a means of assessing the specific linkages that a focal organization maintains with other members of its organizational set. The strategy, however, sacrifices breadth for depth in that only the most important five external relationships of a focal organization are assessed, albeit by measuring all the dimensions of process, structure and outcomes. The basic limitation of this strategy arises from its omitting to measure how the other-organization members view their relationship with the focal organization, that is, it provides only a one-sided perspective of interorganizational relationships.

Strategy 3 which overcomes the basic limitation of Strategy 2 obtains the perspectives of both members of a dyad on the nature of their relationship. This strategy comprises three steps. First, each focal-organization unit respondent completes the Focal Organization Questionnaire (FQ) for the most important five other-organization units with which the focal-organization unit is involved. Each respondent also identifies the corresponding boundary spanner in each of the other organizations. Second, each of these boundary spanners completes the Other Organization Questionnaire (OQ). Thus are obtained the perceptions of the other-organization respondents on those dimensions which are particularly susceptible to bias if they are assessed from only one side of the dyadic relationship. Third, the responses of the focal-organization and the other-

organization informants to matching questions in the FQ and OQ are averaged to obtain composite pairwise perceptions of each dyadic relationship dimension.

Van de Ven and Ferry (1980) recommend that Strategy 3 be used in any systematic and comprehensive assessment of interunit relationships within and between organizations. Further, the OAI Interunit Module measures and instruments were designed with this third strategy in mind. Accordingly, Strategy 3 and the OAI Interunit Module were chosen to be used in this study. Initially, the ATA participants identified units and boundary spanners that gave rise to 110 ATA unit-other unit dyads. Unfortunately, Strategy 3 could be completely implemented in only 86 of these 110 cases. In the other 24 cases only the FQ data were obtained due to the noncompletion of the OQ by the other-unit boundary spanners. Several of the boundary spanners reported that, although they were interested in the study and were willing to participate, they were precluded from participation for reasons of conflict of interest, ethical considerations, sensitivity or crisis nature of relationships, or for other valid reasons. As Strategy 2 provides a means of including important FQ data for these 24 cases, a decision was made to adopt this strategy for these cases. Thus, the strategy employed was a combination of Strategies 2 and 3.

Data Collection

Data were collected by means of questionnaires, interviews and document examination. The interviews and document analysis served, among other purposes, to complement the quantitative data obtained by means of the questionnaires. The combination of both quantitative and qualitative data, according to Jick (1979, p. 603) is a form of triangulation that can, "capture a more complete holistic and contextual portrayal of the unit(s) under study." Further, the use of multiple measures may also uncover some unique variance which otherwise may have been neglected by single methods." In addition, "Elements of the context are illuminated." Since multiple and

independent measures do not all possess the same strengths, weaknesses or potential for bias, "triangulation purports to exploit the assets and neutralize, rather than compound, the liabilities" (p. 604).

Permission to involve the ATA as the focal organization of the study was granted by Dr. B.T. Keeler, Executive Secretary of the ATA. During a meeting with him, arrangements were made for the administration of the FQ to the Executive Staff Officers and the Table Officers of the Association.

On March 12, 1985 the researcher informed the ATA Executive Staff Officers of the nature of the study and of the questionnaire that they were being asked to complete. All questionnaire respondents were guaranteed anonymity and confidentiality in the reporting of findings, and were assured that no reference would be made to any individual ATA or other-organization respondents without their permission to do so. Thereafter, the participants began responding to the FQ. One week later, the researcher was given the opportunity to inform the Table Officers of the nature of the study and to discuss the intent and content of the FQ. The Table Officers expressed their intention to complete the FQ in their own time.

Arrangements were made for one staff officer to collect the questionnaires from the other staff officers as they were completed and for the researcher to pick them up at Barnett House, the ATA offices in Edmonton. Reminders regarding completion and return of the questionnaires continued to the end of March.

Although 16 out of the 24 questionnaires were completed and returned to the researcher within three weeks, the period for return of questionnaires was extended for about one more month as the FQ data were needed to identify the OQ respondents for the next stage of the data-collection process. By May 13, of a possible 24 questionnaires, all but the three mentioned above had been completed and returned to the researcher who was then informed that no other questionnaires would be forthcoming. Three Table Officers conveyed their regret that, because of their considerable involvement in the

conflict over the Alberta government's establishment of the Council on Alberta Teaching Standards (COATS), they were not able to find the time to complete the FQ.

Each member of the five ATA units (Table Officers/Coordinating and Operations, Communications, Member Services, Professional Development, and Teacher Welfare) was asked to identify the most important five other units with which his or her unit had been in contact during the period mid-September, 1984 to March, 1985. On May 14, an OQ was mailed to each of the boundary spanners in these other units named by the ATA respondents. Because of the small number of possible respondents, considerable effort was made to obtain a high rate of return even though some questionnaire returns were somewhat delayed due to respondents' being on vacation or attending out-of-province conferences. While giving reminders, the researcher drew the attention of the respondents to the period of interaction being studied and requested that they respond in terms of that specific period. By July 8, 1985, of a possible 92 OQ respondents 74 had completed and returned the questionnaires to the researcher.

During the next 4 months, a preliminary analysis of questionnaire data was undertaken and preparation for interviews was completed. Among the purposes of the interviews were to validate and to clarify some questionnaire responses; and to obtain more information, particularly with regard to reasons for relationships, nature and extent of cooperation and conflict, and variations in effectiveness of relationships over time.

The semistructured interviews were delimited to key personnel of the ATA and the other five major stakeholder educational organizations in Alberta (i.e., Alberta Education, Alberta School Trustees' Association, Alberta Federation of Home and School Associations, Conference of Alberta School Superintendents, and Faculties of Education of Universities in Alberta) and focused at the interorganizational rather than at the interunit level. As the efforts of the interviewer were directed toward eliciting information on, for example, the development of the relationships over time, specific instances of cooperation and conflict, and fluctuations in the level of effectiveness, the time frame was extended

indefinitely beyond the 6-month period on which the FQ and OQ questions were based. A list of the persons interviewed is contained in Appendix D. Each interviewee consented to the interview's being taped, to being identified, and to being quoted directly. Subsequently, each interviewee was given an opportunity to peruse and attest to the authenticity of the data from the interview prior to their inclusion in this report. The interviews generally followed the guide that appears in Appendix D.

Documents perused as sources of data for this study included legislation, statements of objectives of organizations, information bulletins, news releases and reports.

Data Treatment

Responses to questions in the OAI Interunit Module were processed in accordance with the procedures established by Van de Ven and Ferry (1980). The data-analysis techniques reflected the descriptive and exploratory nature of the study. Descriptive statistical techniques (means and standard deviations) were used to describe the nature of the relationship; exploratory statistical techniques (analysis of variance, and correlational analysis) were used to examine and compare the four different types of dyadic relationships. One-way analysis of variance was employed to examine statistically significant differences among groups of interorganizational relationships classified by types of organizations in relation to each linkage variable. A level of significance of .05 was set for the various analysis. When the one-way analysis of variance revealed an F ratio which was statistically significant with probability of less than .05, the Scheffe procedure described by Ferguson (1971, p. 271) was used to compare groups in an effort to identify differences which contributed to the analysis of variance result. Due to the rigorous nature of the Scheffe procedure, the level of significance was set at .10 as suggested by Ferguson (197, p. 271). Pearson product-moment correlation coefficients were calculated to measure the association between each of the linkage variables and the

perceived effectiveness of the total sample and types of pairwise relationships. The level of significance was set at .05.

As the size of the Ns in the correlational analysis varied widely (from 5 to 110), the magnitudes of the correlation coefficients required for statistical significance also varied extensively. For example, Table 5.8 shows that the correlation coefficient between the total amount of influence and effectiveness for all ATA-Other Organization dyads is .19 for N= 110 which was significant at the .05 level. Also, the correlation coefficient between the amount of ATA influence on other unit is .55 for N=13 which was significant at the .05 level. A decision was, therefore, made to indicate the statistical significance of the correlations in the tables and to focus [redacted] the magnitude of the coefficients in the textual discussions.

Crowley and Cohen (1963, p. 56) offer the following general guide to the utility of a correlation coefficients:

Size of r	Utility
.00 to .20	Little or no predictive value
.20 to .40	Some slight gain when used for prediction
.40 to .60	Generally useful for group type predictions
.60 to .80	Substantially useful for any group type prediction and some individual predictions
.80 to 1.00	Very high relationship with definite value in individual applications

To facilitate the reporting of the results of this study it was decided to adapt Crowley and Cohen's general guide and describe correlation coefficients as weak (below $\pm$.40), moderate (between $\pm$.40 and $\pm$.59) or strong ($\pm$.60 and above).

DESCRIPTION OF THE RESPONDENTS

Although in survey research a high rate of return is very important, Kerlinger (1973, p. 14) reports that high rates of responses to mail questionnaires are rare.

Generally, return rates are poor with returns of less than 40% or 50% being common. At best, the researcher may have to be satisfied with returns as low as 50% or 60%. In this study, several procedures were used to maximize the rate of return of completed questionnaires. In order to achieve a satisfactory rate of response, a letter of transmittal outlined the purpose and importance of the study and requested return of the completed questionnaire (OQ) within one week. Subsequently, a reminder letter was sent to those persons who had not returned questionnaires. Copies of the letter of transmittal and the reminder letter are included in Appendix B. Finally, telephone calls were made to the people who still had not returned questionnaires.

Two of the three nonrespondent members of the ATA Table Officers' Committee and 11 members of other organizations reported that, although interested in the study, they were not able to complete the questionnaires and gave their reasons for noncompliance. These reasons are reported in the appropriate sections which follow.

ATA Respondents

The ATA respondents were staff officers and Table Officers of the ATA, all of whom were teachers by profession. Table 4.2 shows the number of possible respondents, actual respondents and percent respondents by the five units of the ATA. Of a possible 24 members of the ATA, 21 were actual respondents, that is 87% response.

With the exception of the Table Officers/Coordinating and Operations Unit staff, all of the possible respondents actually completed and returned the FQ. Since one of the named nonresponding members was interviewed, it was considered that overall, the response was adequate for the purpose.

ATA Respondent Characteristics

Table 4.3 shows the years of experience of the respondents in their present position and also the years of experience with the ATA. Sixteen members out of 21 had been with the ATA for four or more years and 10 had been in their present ATA position for four or

Table 4.2

Questionnaire Respondents by ATA Unit

ATA Unit	Possible Respondents	Actual Respondents
Table Officers/Coordinating and Operations	6	3
Communications	3	3
Member Services	5	5
Professional Development	5	5
Teacher Welfare	5	5
TOTAL	24	21

more years. Another 10 members out of 21 had been in their present ATA position for two or fewer years. Only one person had been with the ATA for less than one year and four had been in their present position for less than one year. Thus, the great majority of respondents were considered to have been long enough with the Association and in their present position, to respond knowledgeably about the relationships.

Other-Organization Respondents

The other-organization respondents invited to participate in the study were those identified as boundary spanners by their ATA counterparts. Table 4.4 shows the number of organizations. Of the 92 possible OQ respondents, 74 persons completed and returned the questionnaire. The overall rate of return, therefore, was 80%. The rates of return for the Business Concerns and Service Organizations were somewhat lower than the rates for the other two types of organizations. They were, however, considered acceptable in view of Kerlinger's (1973) comment on low rates of responses.

Table 4.3

Alberta Teachers' Association Respondents' Years of Experience in Present Position and Years of Experience With ATA

Unit of ATA		Years										
		less than 1	1	2	3	4	5	6	7	8	9 or more	Total
Table Officers/Coord and Operations	In present position	1	–	–	–	–	–	–	–	–	2	3
	With ATA	–	–	–	–	–	1	–	–	–	2	3
Communications	In present position	–	2	–	–	1	–	–	–	–	–	3
	With ATA	–	1	–	–	1	–	–	–	–	1	3
Member Services	In present position	1	1	1	–	–	–	–	–	1	1	5
	With ATA	–	1	–	–	–	–	–	–	1	3	5
Prof Development	In present position	1	–	2	–	1	–	–	–	–	1	5
	With ATA	1	–	1	–	1	–	–	–	–	2	5
Teacher Welfare	In present position	1	–	–	1	–	1	–	–	–	2	5
	With ATA	–	–	–	1	–	1	–	–	–	3	5
Total	In present position	4	3	3	1	2	1	–	–	1	6	21
	With ATA	1	2	1	1	2	2	–	–	1	11	21

The researcher was informed that the mutual benefit association nonrespondent had left the employment of his organization and could not be reached. Of the four business concern nonrespondents, three members of a legal firm stated that they were philosophically opposed to disclosure of the nature and basis of their contacts with any of their clients inasmuch as they treat the confidentiality of the relationship as fundamental to their service. They also were concerned, that, ethically, it may be improper to make such a disclosure. The fourth nonrespondent, a newspaper reporter who was involved in a labour relations lawsuit, was advised by her lawyer not to complete and return the questionnaire for fear it could fall into the wrong hands and jeopardize her case.

Table 4.4

Questionnaire Respondents by Other-Organizational Type

Organization Type	Possible Respondents	Actual Respondents	Percent Respondents
Mutual Benefit Associations	12	11	91.7
Business Concerns	15	11	73.3
Service Organizations	35	26	74.3
Commonweal Organizations	30	26	86.7
TOTAL	92	74	80.4

Among the nine service organization nonrespondents were the Superintendent of Schools and the Chairman of the Board of Trustees of a rural school district in Alberta who stated that their district and teaching staff had been under a considerably strained relationship during the past year, to the extent that some efforts were made for a tripartite investigation and Department of Education involvement. In order that "the delicate situation not be exacerbated," the Superintendent of Schools and the Chairman believed it wiser not to respond. Also, the Dean of the Faculty of Education of a university in

Alberta was asked to respond in terms of the interaction between his unit and each of three ATA units. He stated that he found it difficult to respond in terms of interunit relationships because his dealings with the ATA tended to be more at the interorganizational level. The Dean, however, expressed his interest in the study and consented to be interviewed. Five other service organization persons failed to respond to reminders by letter or by telephone. The remaining nonrespondent was reported as having left the employment of his organization and could not be reached either by mail or by telephone.

One of the four commonweal organization nonrespondents was the Minister of Education of Alberta who stated that he did not answer questionnaires of this nature while he was in office. The other nonrespondents were three members of the Mediation Services Branch of Alberta Labour [sic]who, as third-party neutrals between management and labor, perceived themselves as being in a very delicate situation and, accordingly, felt unable to complete the OQ.

Other-Organization Respondent Characteristics

Table 4.5 shows the years of experience of the other-organization respondents in their present position and also the years of experience with their present organization. Responses have been grouped according to Blau and Scott's typology. Of a total of 74 respondents, 35 had been with their present organization for nine or more years, and 13 members had been in their present position for nine or more years. Only two respondents had been less than one year with their present organization, and only six had been less than one year in their present position. As a result, the length of experience of the respondents was considered satisfactory for the purposes of the study.

Table 4.5

Other-Organization Respondents' Years of Experience in Present Position and Years of Experience With Present Organization

Type of Organization		Years										Total
		less than 1	1	2	3	4	5	6	7	8	9 or more	
Mutual Benefit Assoc	In present position	–	4	2	1	1	2	–	–	–	1	11
	With present org	–	1	2	1	1	1	1	1	–	3	11
Business Concern	In present position	1	1	2	–	–	3	–	1	–	3	11
	With present org	–	1	1	–	1	2	1	1	–	4	11
Service Organization	In present position	3	4	3	3	1	3	2	2	–	5	26
	With present org	2	2	3	1	1	2	2	–	1	12	26
Commonweal Org	In present position	2	3	7	3	3	2	–	2	–	4	26
	With present org	–	–	3	1	2	1	1	2	–	16	26
Total	In present position	6	12	14	7	5	10	2	5	–	13	74
	With present org	2	4	9	3	5	6	5	4	1	35	74

SUMMARY

The research design, instrument and procedures employed in the study were described in the first sections of the chapter. The focus of the study was on the pairwise relationships that were maintained between units of a focal organization, and units of other organizations in its environment mainly during a previous 6-month period. The major research variables related to the linkage dimensions of context, process, structure, conflict resolution and perceived effectiveness.

The Interunit Relations Module of the Organization Assessment Instruments designed by Van de Ven and Ferry (1980) was the major data-gathering instrument employed in the study. The questionnaire rate of response was 87% (N=21) for the focal organization, the Alberta Teachers' Association, and 80% (N=74) for the other organizations, which yielded an overall rate of response of 82% (N=95).

In addition to the use of questionnaires, interviews and document examination took place, thus providing a form of triangulation. An interview guide was developed by the researcher to ensure a degree of consistency in interviewing.

Of the numerous strategies that can be employed to assess interorganizational relationships, three were described in some detail. The strategy preferred for the study facilitated the acquisition of perceptions of both parties in a pairwise relationship. Although the perspectives of both members of a dyad on the nature of their relationship were obtained in 86 of the 110 dyads, only the perceptions of focal unit respondents were obtained for the other 24 dyads. As a result, a combination of two strategies was used so that important data would not be excluded from the study.

The final section provided a description of the boundary spanners of the ATA and of the other organizations who participated in the study. The numbers of respondents and the length of their experience with their organization were considered sufficient to assess the interorganizational linkages using the Van de Ven and Ferry technique.

Presented in the next two chapters are the details of the relationships, and the analysis of the linkage variables for the different types of dyadic relationships.

Chapter 5

COMPARATIVE ANALYSIS OF THE FOUR TYPES OF INTERORGANIZATIONAL RELATIONSHIPS

Within this chapter, the more important other units to which the ATA units are linked are identified and categorized in accordance with the Blau and Scott (1981) typology. The typology provides a basis for examining four types of pairwise relationships: ATA-Mutual Benefit Association, ATA-Business Concern, ATA-Service Organization, and ATA-Commonweal Organization dyads. Also, presented in this chapter are the research findings which resulted when the four types of dyadic relationships were compared with one another in terms of the reasons for relationship, contextual dimensions, process dimensions, structural dimensions, cooperation, conflict and resolution of conflict, and effectiveness of the relationships. The analysis provides information concerning important similarities and differences in the linkage dimensions among the various types of ATA unit-other unit relationships. An analysis of the associations between the linkage variables and the effectiveness of the relationships of each of the four types of dyads concludes the chapter.

CATEGORIZATION OF ORGANIZATIONS

Concerning organizational diversity, Scott (1981) employs the medium of typologies to describe varieties of organizations. He maintains that good classification systems, or typologies, are those that focus attention on a limited number of features of organizations that are asserted to be of primary importance. Such a classification system is the Blau-Scott typology which is based on a single criterion, *cui bono*--who benefits? Within this typology four categories of participants are distinguished in relation to any formal organization: (a) the members, or rank-and-file participants; (b) the owners and managers; (c) the clients; and (d) the public-at-large. Only one of these categories of

participants is regarded as the prime beneficiary of the function of a given organization. Consequently, four general types of organizations corresponding, respectively, to these four categories are identified (a) mutual benefit associations, (b) business concerns, (c) service organizations, and (d) commonweal organizations. Table 5.1 shows concrete examples of these four organizational types.

Table 5.1

Blau and Scott's Typology Based on Prime Beneficiary

Prime Beneficiary	Organizational Type	Concrete Examples
Rank-and-file members	Mutual benefit associations	Political parties, unions, fraternal associations, clubs, professional associations, religious sects
Owners and managers	Business concerns	Industrial firms, wholesale and retail stores, banks, for-profit service agencies
Public-in-contact (clients)	Service organizations	Social work agencies hospitals schools, mental health clinics
Public-at-large	Commonweal organizations	State bureaus, military establishments, police and fire departments, research firms, custodial prisons

(Adapted from Scott, 1981, p. 42)

Identification of Dyadic Relationships

In order to identify the dyadic relationships that were maintained between the ATA units and the units of other organizations, the following subproblem was addressed.

Subproblem 1. Identification of dyadic relationships. What were the more important other units to which the ATA units were linked, and how might these dyadic relationships be categorized?

Each staff member of the five ATA units (Table Officers/Coordinating and Operations, Communications, Member Services, Professional Development, and Teacher

Welfare) identified the most important five other units with which his or her unit had been in contact during the 6 months prior to the completion of the Focal Unit Questionnaire (FQ). In all, 44 organizations were identified by the ATA respondents and were categorized by the researcher on the basis of Blau and Scott's (1981) typology. For each organization, the answer to the question, "Who is the prime beneficiary?" facilitated its placement in one of the four types of organizations. The researcher subsequently justified the categorization of each organization to a faculty member who validated the groupings. The results are described in the following sections.

Units of Mutual Benefit Associations Linked to Units of the ATA

Eleven of the 44 organizations that were identified by the ATA respondents as having been linked with the ATA were organizations that existed for the prime benefit of the rank-and-file members and, accordingly, were classified by the researcher as mutual benefit associations. Of these 11 organizations, only one was considered to have a vested interest in education in Alberta, that is, the Conference of Alberta School Superintendents (CASS) was regarded as a stakeholder organization.

In addition to the CASS Table Officers, the following mutual benefit association units were identified by ATA staff members as key units of other organizations with which their unit had interacted during the previous 6 months.

Alberta Association for Multicultural Education
Office of the President

Alberta Medical Association
Communications Department

Association for Educational Communication and Technology

Association of Professional Engineers, Geologists and Geophysicists of Alberta
Career Development and Enforcement

Canadian College of Teachers
Office of the President

Canadian Teachers' Federation
Office of the Secretary-General, International Programs Division

Conference Society of Alberta
Office of the Executive Director

Council of the Professions of Alberta
Office of the Chairman

Edmonton Chamber of Commerce
Government Affairs Department

Society for the Promotion and Advancement of Career Education
Office of the President

Units of Business Concerns Linked to Units of the ATA

Organizations whose prime beneficiaries are the owners and managers (e.g., industrial firms, wholesale and retail stores, and for-profit service agencies), according to Blau and Scott (1981), belong to the business concern organizational type. Twelve of the organizations identified by the ATA respondents were considered by the researcher to be in the business concern category. The following business concern units were identified by the ATA questionnaire respondents as key units of other organizations with which their units had interacted during the preceding 6 months.

Legal and Insurance Firms

Field and Field, Lawyers

Reed Stenhouse Associates Ltd.

Wayne J. Deib Associates

News Media

ACCESS Network

University of Alberta Department of Radio and Television

CBC-TV

CFCN-TV

CFRN Radio and TV

The Edmonton Journal

Other

Opinion Research Index

Office of the Director

Ronalds Western Printing Ltd.

Westweb Printing Company

Units of Service Organizations Linked to Units of the ATA

Organizations that exist for the prime benefit of the public-in-contact (clients) are classified by Blau and Scott (1981) as service organizations. Included in this category are organizations such as social work agencies, hospitals, and schools. Eighteen of the 44 organizations linked with the ATA were, accordingly, classified as service organizations of which three--the faculties of education of the Universities of Alberta, Calgary, and Lethbridge--were, for the purposes of this study, considered as constituting one stakeholder organization. The Alberta Federation of Home and School Associations (AFHSA) and the Alberta School Trustees' Association (ASTA) were designated as the other two major stakeholder service organizations in Alberta. The following units of stakeholder service organizations were identified by the ATA respondents as being linked to their units:

Alberta Federation of Home and School Associations
- Office of the President

Alberta School Trustees' Association
- Table Officers
- Office of Executive Director
- Educational Services Department
- Labour Relations Department
- Legal Services Department

Faculties of Education of Universities in Alberta
- University of Alberta Faculty of Education
  - Office of the Dean
  - Department of Educational Foundations
- University of Calgary Faculty of Education
  - Office of the Dean
  - Office of the Associate Dean
  - Educational Policy and Administrative Studies
  - Practicum Office
- University of Lethbridge Faculty of Education
  - Office of the Dean

The ATA respondents identified the following nonstakeholder service organization

units with which they had interacted during the previous 6 months.

Alberta School Employee Benefit Plan.

Alberta School Jurisdictions

Calgary School District No.19

Fort Vermilion School Division No. 52

Medicine Hat School District No. 76

Northland School Division No. 61

North Peace Catholic School Authorities

Peace River School Division No. 10

Sturgeon School Division No. 24

County of Thorhild No. 7

County of Two Hills No. 21

County of Vulcan No. 2

Teachers' Retirement Fund
Office of the Executive Director

Teacher Salary Qualifications Board

Units of Commonweal Organizations Linked to Units of the ATA

Organizations whose prime beneficiaries are the public-at-large, are classified by Blau and Scott (1981) as commonweal organizations (e.g., state bureaus, military establishments, and police departments). Of the three commonweal organizations identified as being linked to the ATA, only one was considered by the researcher to have a vested interest in education in Alberta. Numerous units of this stakeholder organization, Alberta Education, were named by the ATA respondents as key units with which their units had worked during the preceding 6 months. These Alberta Education units are as follows:

Office of the Minister of Education

Office of the Deputy Minister of Education

Division of Program Development
Office of Assistant Deputy Minister
Curriculum Branch
Early Childhood Services Branch
Teacher Certification and Development Branch

Division of Program Delivery
Office of Assistant Deputy Minister
Regional Offices of Education (Calgary, Edmonton, Grande Prairie)

Division of Finance and Administration
Office of Assistant Deputy Minister

Division of Planning and Evaluation
Office of Assistant Deputy Minister
Planning Services Branch
Student Evaluation Branch
Secondary Education Programs Review
Legislative Services Branch

Communications Branch

Education Caucus Committee

Advisory Committee on Secondary Education Programs Review

The two other commonweal organization units identified by the ATA staff members as key other units with which they had interacted are as follows:

Alberta Labour
Mediation Services Branch

Employment and Immigration Canada
Canada Employment Centre Board of Referees

Summary

By employing the Blau and Scott (1981) typology, of the 44 organizations linked to the ATA, 11 were classified as mutual benefit association, 12 as business concerns, 18 as service organizations and three as commonweal organizations.

As a result of this categorization of organizations, four types of dyads could be examined and discussed: ATA-Mutual Benefit Association, ATA-Business Concern, ATA-Service Organization, and ATA-Commonweal Organization. As the ATA itself is a Mutual Benefit Association, the types of dyads may also be regarded as Mutual Benefit

Association-Mutual Benefit Association, Mutual Benefit Association-Business Concern, and so on.

REASONS FOR RELATIONSHIPS

The major purpose of this section is to address Subproblem 2 on the reasons for the relationships between the units of the ATA and units of other organizations. In order to address this subproblem it was necessary to ascertain the qualitative nature of the relationships and the types of reasons for the relationships.

Subproblem 2. Reasons for relationship. (1) *Qualitative Nature of Relationships*. What were the reasons for the relationship between the ATA unit and the unit in the other organization? (2) *Types of Reasons*. To what extent did the relationship exist in order to receive or send: (a) work or clients (e.g., customers, raw materials, or work objects); (b) resources (e.g., money, personnel, equipment, or office space); (c) technical assistance (e.g., consultation or staff services in functional areas); and (d) information (i.e., for purposes of coordination, control, planning, or evaluation)?

In addition to identifying the most important five units in other organizations with which they had worked during the previous 6 months, the ATA participants responded to an open-ended questionnaire item on the qualitative nature of the relationship between their unit and the other unit. The respondents also provided information, measured on a 5-point scale, on the extent to which their unit was involved with the other unit for each of the four specific reasons described in Subproblem 2. The reasons for the relationships between the units of the ATA and the units of other organizations are now presented, initially, in general (qualitative) terms and subsequently, in more specific (quantitative) terms, beginning with the ATA-Mutual Benefit Association dyads.

Nature of ATA-Mutual Benefit Association Relationships

The ATA respondent reported that the ATA-CASS relationship was maintained for facilitating and conducting the annual meeting of Table Officers of both organizations

along with follow-up activities. The meeting provided an opportunity to discuss common ground and common goals.

The interaction between the ATA units and the nonstakeholder mutual benefit relationships was reported on the questionnaire as having occurred, for example: (a) to consult with regard to legislation and to share information on lobbying the provincial government; (b) to cooperate, exchange resources, and assist in staff policy and program development; (c) to represent the ATA by serving on boards of directors or on executives of organizations with educational objectives somewhat similar to the ATA; and (d) to improve the subject area expertise of teachers.

Nature of ATA-Business Concern Relationships

The relationships between the ATA units and the business concern units were reported as providing the ATA with access to numerous professional and commercial services. For example, the relationships between the ATA and the legal and insurance firms facilitated "representation of members or groups of members re grievances and disputes over interpretation and administration of collective agreements." Also, consultation and advice was obtained "on legal issues and problems associated with transfers, terminations, and discipline of ATA members." Consultancy services were obtained regarding the operation of the Alberta School Employee Benefit Plan, the ATA Educational Trust, and "a group Auto and Home-Owner Insurance Plan for Alberta teachers."

The relationships between the ATA and the news media resulted in the production of public-relations videotapes and development of television programs and "commercials." Weekly newspapers and radio stations in the Elk Island Region enabled the ATA "to communicate the teachers' issues to the public" during a labor dispute in that area. Generally, the news media were used to present a "true" picture of issues to the public. The reasons for the relationships between the ATA and the other business

concerns were reported as being for public-opinion measurement, and the printing of the ATA's magazine and newspaper as well as distribution to the ATA membership.

Nature of ATA-Service Organization Relationships

The relationships between the ATA and the Alberta Federation of Home and School Associations were reported as serving to present policies, provide information, arrange meetings, react to proposals, resolve misunderstandings, seek advice and resolve school problems. Other reasons were for social purposes and liaison.

The questionnaire information indicated that the ATA maintained relationships with the Alberta School Trustees' Association because the latter is "influential with its member boards which employ the members of the ATA and also has influence with government, the Minister, the Department of Education and the media." The relationship also provided opportunities to exchange information, seek advice, discuss changes in legislation (e.g., a new School Act), and seek agreement on *Teaching Profession Act* principles. Consultations were able to take place with regard to school problems, problems between teachers and school boards, and legal matters. Opportunities were also presented for the ATA to negotiate collective agreements and to represent teachers in labor disputes. Arrangements were made for attendance at conferences sponsored by the ASTA and also for social functions.

The ATA maintained relationships with the Faculties of Education because "the Deans of Education are channels to faculties which prepare the future members of the ATA. They also have influence on preparation programs and on the Minister of Education." The relationship also enabled staff of the Association to consult with regard to review and development of teacher education programs (including the practicum) and admission requirements. In particular, the ATA was able to participate in the discussion of the Deans' paper, *Teacher Education--a Model for the Future*, which held implications for teachers.

Among the other reasons for relationships indicated by the ATA respondents are.to represent the Association on Faculty of Education Council and the Program Policy Advisory Committee and other committees; to present policies, and to react to proposals; to assist in the instruction of Educational Administration and Ed CI classes in preparing students to become teachers; and to maintain liaison with Education students.

Reasons given for the ATA's relationships with school boards and superintendents or deputy superintendents of schools include: to exchange information; to participate in discussions to help resolve problems between teachers and their school boards; to accompany or represent teachers and administrators regarding evaluations, transfers, and terminations; to negotiate settlements in cases of termination of contract, and to obtain evidence of possible unprofessional conduct on the part of a teacher.

Relationships were maintained with other service organizations such as the Alberta School Employee Benefit Plan (ASEBP) Board on which an ATA staff officer serves as vice-chairman of the board. The ATA has representation on the Teachers' Retirement Fund Board of Administrators whereby efforts can be made by the ATA representative to resolve teachers' problems related to their pensions. Relationships also are maintained with the Teacher Salary Qualifications Board whereby an ATA Officer can appear to present cases when there are appeals against Teacher Qualifications Service evaluations.

Nature of ATA-Commonweal Organization Dyadic Relationships

The reasons given by the questionnaire respondents for the ATA-Alberta Education relationships were both numerous and varied. The ATA interacted with the Minister of Education because "the Minister controls money, legislative power, administrative power, and an enormous staff." Relationships are also maintained with the Deputy Minister and the four Assistant Deputy Ministers who "are viewed as having great influence on the Minister, on school boards, and to wield administrative power."

At the senior officer level of both organizations, consultations and negotiations took

place on matters central to the structure and powers of the ATA and the welfare of its members. For example, extensive consultations and negotiations focused on the Council on Alberta Teaching Standards (COATS), the *Teaching Profession Act*, principles of a new School Act, Initiation to Teaching Project, and Teacher Pensions. At the membership level, the ATA was involved to a great extent in, for example, developmental and other activities related to curriculum and student evaluation. The relationships facilitated consultation, discussion, information sharing, and consideration of and reaction to policies and positions within a large number of areas. The relationships also provided opportunities for social and other informal engagements.

The reasons for the relationships between the ATA units and units of the other two commonweal organizations were: to acquire the services of a mediator in labor disputes arising during the collective bargaining process; and, to represent teachers in disputes over unemployment insurance benefits.

Types of Reasons for ATA-Other Organization Relationships

In order to address the second part of Subproblem 2, each ATA and other-organization respondent was asked to indicate the extent to which the units were involved with each other in terms of receiving or sending work or clients, resources, technical assistance, and information. The respondents expressed their perceptions of the reasons for relationship in terms of a 5-point scale. An analysis of variance was used to determine whether or not there were differences in the extent of involvement among the four types of dyadic relationships.

Table 5.2 shows the results of the analysis of variance of the responses of the reasons for all dyads and for the four types of relationships. As is indicated by the means of the responses for the total sample, during the 6-month period the units were involved to "somewhat" extent in receiving or sending work or clients (e.g., customers, raw materials, or work objects) (2.63). Only to "a little" extent did the units receive or send

resources (1.91). The units received or sent technical assistance to "somewhat" extent (2.81). Also, to "somewhat" extent were the units involved in receiving or sending information for the purposes of coordination, control, planning or evaluation (3.09).

Table 5.2

Comparative Analysis of ATA-Other Organization Dyadic Relationships for Four Types of Reasons

Type of Reason		All ATA-Other Org (N=110)	1 ATA-Mut Ben Assoc (N=13)	2 ATA-Business Concern (N=18)	3 ATA-Service Org (N=43)	4 ATA-Comm-Org (N=36)	Significantly Different Types
For work or clients	Mean	2.63	2.38	3.66	2.51	2.34	2-4, 2-1, 2-3
	S.D.	1.19	1.12	1.08	1.12	1.11	
For resources	Mean	1.91	2.11	2.08	1.91	1.75	None
	S.D.	1.03	0.91	1.29	1.12	0.80	
For technical assistance	Mean	2.81	2.73	3.52	2.76	2.54	2-4, 2-3
	S.D.	1.05	1.01	1.03	1.01	1.00	
For information	Mean	3.09	3.38	3.69	2.66	3.20	4-3; 2-3
	S.D.	0.99	0.91	1.00	0.87	0.95	

The scale used was: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Quite a bit; 5 = Very much.

For three of the four reasons for relationship (i.e., for work or clients, for technical assistance, or for information), the ATA-Business Concern dyad means were significantly higher than the means of one or more of the other groups of dyads. On the other hand, for the same three linkage variables, the ATA-Service Organization dyad means were significantly lower than the means of one or more of the other groups of dyads. The ATA and commonweal organization units were involved with each other to a significantly greater extent in terms of exchanging information than were the ATA and the service organization units.

Summary

Results of the qualitative and quantitative analysis provide a basis for drawing

conclusions about the nature and type of relationships. The relationships between the ATA (itself a mutual benefit association) and the other mutual benefit associations provided opportunities to discuss areas of common ground and common goals, and to foster a spirit of cooperation and support, for example, on lobbying the provincial government regarding legislation. The ATA was represented on boards of directors or on executives of other organizations with similar educational objectives. Also, interaction with units of other organizations was carried on for the purpose of improving the subject area competence of teacher members. The relationships which the ATA maintained with business concerns were largely in areas of professional or technical capability not possessed by the Association. Several of the reasons given for interaction with the service organization units were common to many of these dyadic relationships, for example, to arrange and hold meetings; to obtain information and advice; to discuss policies, positions and proposals; to identify the cause and to seek resolution of misunderstandings, problems, disputes, or conflicts.

Of the 36 ATA-Commonweal Organization dyads identified in the study, 30 were between ATA units and Alberta Education units. Negotiations and consultations occurred within these relationships with regard to matters very vital to the structure and powers of the ATA, as well as to the welfare of its members. At the upper organizational levels, interaction focused on legislation. The relationships with the two other commonweal organizations were for the purpose of obtaining mediation services in labor disputes and protecting the interests of ATA members in disputes over unemployment insurance benefits.

The quantitative analysis indicated that the main reason for the relationships between the ATA units and the other units was for receiving or sending information. With the exception of the "for resources" reason where there was almost no variation across the four types of dyads, there were numerous differences among the group means. The greatest involvement was reported for the ATA-Business Concern dyads.

CONTEXTUAL DIMENSIONS

This section contains an analysis of the data on the contextual dimensions of resource dependence, awareness, consensus, and domain similarity of the relationships between the ATA and the other organizations. Each dimension was measured on a 5-point scale, but scale definitions varied according to the nature of the contextual dimension. An analysis of variance was done to ascertain if there were differences in the strength of these dimensions among the four types of relationships. Table 5.3 shows the results of the analysis of variance of the contextual dimension response for the four groups of dyads. Subproblem 3 focused on the dimension of resource dependence of the units in the relationships.

Subproblem 3. Interunit resource dependence. To what extent did the ATA unit and the other unit in the pairwise relationship perceive that they needed one another to attain their self-interest goals or intentions?

For the total sample, the mean for interunit resource dependence suggests that respondents considered that they needed each other to "some" extent (3.16). The parties in the ATA-Business Concern relationships perceived that they needed the other party to attain their self-interest goals or intentions to a significantly higher degree (3.81) than did the parties in the other three types of relationships (2.72 to 3.11).

The extent of awareness of the other unit and the degree of personal acquaintance were addressed by Subproblem 4.

Subproblem 4. Interunit awareness. (1) *Awareness of Other Unit*. To what extent were boundary spanners in the ATA unit and the other unit familiar with the services and goals of each other? (2) *Personal Acquaintance*. How long and how well did the boundary spanners in the ATA unit and the other unit in the relationship know one another on a personal basis?

The overall mean indicates that respondents were "quite informed" of the services

Table 5.3

Comparative Analysis of ATA-Other Organization Dyadic Relationships for Contextual Dimensions

Contextual Dimension		All ATA-Other Org (N=110)	1 ATA-Mut Ben Assoc (N=13)	2 ATA-Business Concern (N=18)	3 ATA-Service Org (N=43)	4 ATA-Comm Org (N=36)	Significantly Different Types
Resource dependence[1]	Mean	3.16	2.72	3.81	3.11	3.04	2-1, 2-4, 2-3
	S.D.	0.81	0.88	0.79	0.75	0.69	
Awareness of other unit[2]	Mean	4.00	3.85	3.76	4.03	4.15	None
	S.D.	0.70	0.66	1.00	0.68	0.52	
Personal acquaintance[3]	Mean	2.92	3.11	2.77	2.78	3.11	None
	S.D.	1.10	1.39	1.13	1.00	1.09	
Consensus[4]	Mean	3.86	4.45	4.79	3.22	3.93	4-3; 1-3; 2-3, 2-4
	S.D.	1.02	0.52	0.45	1.11	0.73	
Domain similarity[5]	Mean	2.65	3.18	2.27	2.67	2.62	1-2
	S.D.	0.85	0.96	1.12	0.73	0.71	

[1]The scale used was: 1 = Not at all; 2 = Very little; 3 = Some; 4 = Quite a bit; 5 = Very much.

[2]The scale used was: 1 = Not at all informed; 2 = Little informed; 3 = Somewhat informed; 4 = Quite informed; 5 = Very well informed.

[3]The scale used was: 1 = No personal acquaintance; 2 = Not very well; 3 = Somewhat well; 4 = Quite well; 5 = Very well.

[4]The scale used was: 1 = Disagree much; 2 = Agree a little; 3 = Agree somewhat; 4 = Agree quite a bit; 5 = Agree very much.

[5]The scale used was: 1 = To no extent; 2 = Little extent; 3 = Some extent; 4 = Considerable extent; 5 = Great extent.

and goals of the other unit in the pairwise relationship (4.00). The boundary spanners appeared to know one another on a personal basis "somewhat well" (2.92). The analysis revealed no statistically significantly different degrees of awareness or personal acquaintance among the four groups of dyads.

The degree of agreement or disagreement between the parties in a relationship was addressed by Subproblem 5

Subproblem 5. Interunit consensus. What was the extent of agreement or disagreement (i.e., conflict) between the ATA unit and the other unit in the pairwise relationship on (a) their operating goals (ends), (b) the specific ways they do their work (means), and (c) the terms of their relationships?

For the total sample, there was "quite a bit" of agreement (Mean=3.86) between the parties on their ends, their means, and the terms of their relationships. Although all subgroup scores indicated at least a moderate level of agreement, several statistically significant differences were revealed by the analysis. In particular, the means of the responses suggest that parties in the ATA-Service Organization relationships agree significantly less (or disagree significantly more) (3.22) than the parties in the other three types of relationships (3.93 to 4.79). Also, the parties in the ATA-Business Concern relationships agreed significantly more (4.79) than the parties in the ATA-Commonweal Organization relationships (3.93).

The broad construct of the degree of overlap of domains of the units in the relationship was addressed by the next contextual dimension subproblem.

Subproblem 6. Interunit domain similarity. To what extent was there overlap in the domains of the ATA unit and the other unit in the pairwise relationship?

Overlap in domains of the ATA unit and the other unit in the relationship existed to "some extent," overall (Mean = 2.65). There was, however, a significant difference in the mean scores of the ATA-Mutual Benefit Association (3.18) and the ATA-Business Concern dyads (2.27). That is, there was a significantly greater overlap of domain

among the ATA and the mutual benefit association units than between the ATA and the business concern units.

Summary

The results of the quantitative analysis provide a basis for drawing conclusions regarding the contextual dimensions of the relationships. With regard to the total sample, the interunit resource dependence mean indicates that the parties in the relationships needed one another to achieve their self-interest goals or intentions to "some" extent. Awareness of the goals and services of the other unit was rather high and boundary spanners were "somewhat well" personally acquainted. There was "quite a bit" of agreement between the parties on their operating goals, the specific ways they did their work, and the terms of their relationships. Overlap of domain was less than to "some extent." Resource dependence and consensus means were highest, and the domain similarity mean was lowest, for the ATA-Business Concern dyads. Domain similarity was highest in the relationships between the ATA (itself a mutual benefit association) and the other mutual benefit associations. Significant differences were observed across the organizational types for resource dependence, consensus and domain similarity.

PROCESS DIMENSIONS

The process dimensions comprise two components, interunit resource flows and interunit information flows. In this section, results of the analysis relating to aspects of the transactions of resources are presented first, followed by the results for the transactions of information.

Resource Flows

The operational criterion used by Van de Ven and Ferry (1980) to define the existence of an interunit relationship is that a transaction of resources occurs between the units involved. They consider a resource to be any valued transaction (e.g., money,

work, personnel, supplies and equipment, and technical or functional assistance). The results of the analysis of the interunit resource flows are presented in Table 5.4. The measures of the first two linkage variables are expressed as percentages while those for the other three are based on the means of responses on the scales defined in the footnote to the table. The questions raised by the first of the process dimension subproblems related to the reciprocity of resource flows.

Subproblem 7. Interunit resource flows. What were the total resource flows from the other unit to the ATA unit and from the ATA unit to the other unit in the pairwise relationship?

As is shown in Table 5.4, for the total sample, approximately 16% of total resource flow (i.e., of all work done and of all technical assistance and services received by the ATA units, and of the operating budget of the ATA units), was perceived to have come to the ATA units from the other units in the relationships. On the other hand, overall, approximately the same percentage (17%) of total resource flow (i.e., of all work completed, of all resources allocated, of all person-hours of technical assistance or services provided by the ATA units), was perceived to have been sent or given by the ATA units to the other units in the relationships.

The mean for the flow of resources from the business concern units to the ATA units was significantly greater than means for the flow of resources from the other three types of units to the respective ATA units. Also, the mean for the resource flow from the ATA units to the business concern units was significantly greater than the mean for the flow from the ATA units to the commonweal organization units in the relationships.

The extent of the interruptions and problems encountered in the exchange of resources was addressed by the second of the process dimension subproblems.

Subproblem 8. Variability of resource flows. To what extent were interruptions and problems encountered in the flow of resources between the ATA unit and the other unit in the pairwise relationship?

Table 5.4

Comparative Analysis of ATA-Other Organization Dyadic Relationships for Interunit Resource Flows

Resource Flow Variable		All ATA-Other Org	1 ATA-Mut-Ben Assoc	2 ATA-Business Concern	3 ATA-Service Org	4 ATA-Comm Org	Significantly Different Types
Total resource flow from other unit to ATA unit[1]	N	105	12	14	43	36	
	Mean	16.26	4.25	34.78	16.53	12.75	2-1, 2-4, 2-3
	S.D.	21.19	3.16	34.01	17.87	17.86	
Total resource flow from ATA unit to other unit[1]	N	105	12	14	43	36	
	Mean	16.51	5.00	30.92	22.16	8.00	2-4
	S.D.	29.68	6.43	44.18	34.79	13.56	
Uniformity of resource flows[2]	N	65	8	12	26	19	
	Mean	2.32	3.25	2.08	2.00	2.52	None
	S.D.	1.28	1.48	1.24	1.16	1.26	
Frequency of resource flow problems[3]	N	100	12	16	37	35	
	Mean	1.86	1.33	1.25	2.43	1.71	3-2, 3-1, 3-4
	S.D.	1.12	0.49	0.44	1.40	0.89	
Extent of resource flow interruptions[4]	N	101	12	16	38	35	
	Mean	2.19	1.25	1.37	2.89	2.14	3-1, 3-2
	S.D.	1.42	0.86	0.61	1.59	1.26	

[1]Means and S.D. for this linkage variable are in percentages.

[2]The scale used was: 1 = Almost all the same each time; 2 = Mostly the same each time; 3 = About half the same each time; 4 = Mostly different each time; 5 = Almost all different each time.

[3]The scale used was: 1 = Not once (in the past 6 months); 2 = One or two times; 3 = About monthly; 4 = About weekly;5 = About daily; 6 = Several times a day.

[4]The scale used was: 1 = To no extent; 2 = Little extent; 3 = Some extent; 4 = Much extent; 5 = Very great extent.

Variability of resource flows is expressed in terms of the uniformity of resource flows, and the frequency of interruptions and problems encountered in transferring work objects and materials between the ATA unit and the other unit in the relationship. A 5-point scale was used to measure the degree to which the work materials, resources or services were the same each time they were sent to, or received from, the other unit in the relationship. The frequency of occurrence of exceptions or problems in the flows of resources was measured on a 6-point scale. Another 5-point scale was used to measure the extent to which interruptions or delays were encountered in normal flows of resources between the units.

As is shown by the means in Table 5.4, for the total sample, resource flows between units were reported to be "mostly the same each time" transacted (2.32). Resource flow problems were encountered about "one or two times" during the 6-month period (1.86). Resource flow problems encountered in the ATA-Service Organization relationships (2.43) were significantly more frequent than in the other three types of relationships. Also, as the means indicate, the extent of resource flow interruptions was significantly greater in the ATA-Service Organization relationships than in the ATA-Mutual Benefit Association and the ATA-Business Concern relationships.

Information Flows

Interunit communications is a broad concept which includes the *mode, amount, content, direction*, and *ease* of information flows between parties in a dyadic relationship. The subproblem that focused on this broad concept is as follows.

Subproblem 9. Interunit communications. What was the nature of the information flows between the ATA unit and the other unit in the pairwise relationship in terms of the mode, the amount, the content, the direction, and the ease of communication?

A 7-point scale was used to measure the frequency and the method of interunit communication or contact during the previous 6 months. The ease of communication

measure was derived from the responses to two questionnaire items which tapped difficulty of getting in touch with, and difficulty in getting ideas across to individuals in the other unit. The 5-point scale which was used for these two items was reversed to indicate ease of communication as is shown in the footnote.

The analysis of the various components of interunit communications is shown in Table 5.5. For the total sample, the mean responses for communication indicate that during the previous 6 months, people in the ATA units communicated, or were in contact with, people in the other units "about monthly" (2.23). The mean responses for all four types of dyads were approximately equal. Overall, approximately 9% of the boundary spanners' working hours were spent on matters directly related to the operations, work, or projects of the other unit. There were no significant differences among the group means. The highest percentage of time spent on other unit matters was in the ATA-Service Organization dyads (12%) and was almost double the lowest time spent which was in the ATA-Mutual Benefit Association dyads (6%). Approximately 54% of the communications with the other units were initiated by the ATA. A significantly higher percentage of communications (72%) was initiated by the ATA unit in its relationships with the business concern units than with the service organization units (46%).

Ease of communication was, for the total sample, rather high (4.15), which indicates that little difficulty was experienced in making contact with, or getting ideas clearly across to individuals in the other unit when communication took place. Significantly less difficulty in communication was experienced by the parties in the ATA-Business Concern relationships (4.61) than by their counterparts in the ATA-Service Organization relationships (3.92). Overall, written reports occurred "about monthly," (2.07). Face-to-face discussions and telephone calls took place, "about every two weeks," and group meetings were held "about monthly" (1.69) during the previous 6 months.

Significant differences were revealed in the frequencies of group meetings where

Table 5.5

Comparative Analysis of ATA-Other Organization Dyadic Relationships for Interunit Communications

Communications Variable		All ATA-Other Org (N=110)	1 ATA-Mut Ben Assoc (N=13)	2 ATA-Business Concern (N=18)	3 ATA-Service Org (N=43)	4 ATA-Comm Org (N=36)	Significantly Different Types
Overall frequency of communications[1]	Mean	2.23	2.11	2.47	2.13	2.26	None
	S.D.	0.93	1.02	1.07	0.94	0.81	
Percent time spent on other-unit matters[2]	Mean	9.30	6.02	9.19	11.99	7.27	None
	S.D.	11.37	8.23	12.82	13.92	7.08	
Percent communications initiated by ATA unit[2]	Mean	54.31	51.92	71.66	45.81	56.66	2-3
	S.D.	28.55	17.02	22.94	31.86	26.72	
Ease of communications[3]	Mean	4.15	4.11	4.61	3.92	4.20	2-3
	S.D.	0.69	0.34	0.36	0.71	0.79	
Frequency of written reports[1]	Mean	2.07	2.38	2.27	2.16	1.75	None
	S.D.	1.39	1.55	1.36	1.25	1.50	
Frequency of face-to-face discussions[1]	Mean	2.68	2.38	2.61	3.04	2.38	None
	S.D.	1.27	0.86	1.14	1.44	1.15	
Frequency of telephone calls[1]	Mean	2.81	2.46	3.22	2.79	2.77	None
	S.D.	1.34	1.19	0.94	1.68	1.07	
Frequency of group meetings[1]	Mean	1.69	1.30	1.16	2.27	1.38	3-2, 3-4
	S.D.	1.50	0.75	0.85	1.75	1.43	

[1]The scale used was: 0 = Not once (in the past 6 months); 1 = One or two times; 2 = About monthly; 3 = About every two weeks; 4 = About weekly; 5 = About daily; 6 = Many times daily.

[2]Means and S.D. are in percentages.

[3]The scale used was: 1 = None; 2 = Little; 3 = Some; 4 = Quite a bit; 5 = Very much.

the ATA-Service Organization boundary spanners met significantly more frequently (2.27) than did their counterparts in the ATA-Business Concern (1.16) and the ATA-Commonweal Organization relationships (1.38).

Summary

The quantitative analysis of the data gathered to provide answers to the questions raised in Subproblems 7, 8 and 9 provides a basis for drawing conclusions regarding the process dimensions of the interorganizational relationships. As the data show, overall, the flows of resources were approximately equal (16%) in each direction and the resources transacted were "mostly the same each time." There were very few resource flow problems or interruptions between the ATA units and the other units. Communication or contact between the units was "about monthly." Also, approximately 9% of the boundary spanners' working hours were spent on matters directly related to the operations, work or projects of the other unit. Approximately 54% of the communications with the other units were initiated by the ATA units. Ease of communication was rather high, that is, little difficulty was experienced in making contact with, or getting ideas clearly across to individuals in the other unit when communication took place.

STRUCTURAL DIMENSIONS

In this study, the structural dimensions of an interunit relationship are considered to comprise two components: formalization, and the distribution of influence within the relationship. Formalization is a measure of the degree to which the relationship is mandated, clearly specified, and standardized (i.e., standard operating procedures established, and formal channels followed). Interunit influence is the ability of the ATA unit to change or affect the internal operations of the other unit and vice versa. The *distribution* of influence between the ATA and the other unit in the dyadic relationship is

the difference between the two measures of interunit influence. Thus, a positive mean indicates the extent to which the ATA exerted the greater influence over the other unit in the dyad; a negative mean indicates the extent to which the other unit exerted the greater influence over the ATA unit; zero indicates a balanced distribution of influence between the units in the dyadic relationship.

A 5-point scale was used to measure the extent of the formalization of the relationships between the ATA and the other organization units.

Subproblem 10. Formalization of interunit relationship. To what degree were the role behavior and activities of the ATA unit and the other unit in the pairwise relationship mandated, clearly specified, and standardized?

The results of the analysis of variance for the structural dimensions are shown in Table 5.6. From the means in the table it is apparent that, for the total sample, the ATA-Other Organization dyadic relationships were mandated, clearly specified, and standardized to about "some extent" (2.87). The degree of formalization of the ATA-Service Organization relationships was significantly higher (3.04) than that of the ATA-Commonweal Organization relationships (2.51). Also, the ATA-Business Concern relationships were significantly more formalized (3.47) than both the ATA-Mutual Benefit Association (2.43) and the ATA-Commonweal Organization (2.51) relationships.

Subproblem 11. Interunit influence. Generally, to what degree was each unit in the pairwise relationship able to change or affect the internal operations of the other unit? Specifically, what was (a) the extent of the influence of the ATA unit over the other unit, (b) the extent of the influence of the other unit over the ATA unit, (c) the total amount of influence in the pairwise relationship, and (d) the distribution of influence in the pairwise relationship?

As is shown in Table 5.6, for the total sample, the mean of the responses indicates that influence by the one unit on the other unit in the relationship was only to "little extent" (2.22) with the result that the total amount of influence in the relationship was

Table 5.6

Comparative Analysis of ATA-Other Organization Dyadic Relationships for Structural Dimensions

Structural Dimension		All ATA-Other Org (N=110)	1 ATA-Mut Ben Assoc (N=13)	2 ATA-Business Concern (N=18)	3 ATA-Service Org (N=43)	4 ATA-Comm Org (N=36)	Significantly Different Types
Formalization of relationship[1]	Mean	2.87	2.43	3.47	3.04	2.51	3-4; 2-1, 2-4
	S.D.	0.90	1.07	0.74	0.86	0.77	
ATA unit influence on other unit[2]	Mean	2.22	2.38	2.13	2.52	1.86	3-4
	S.D.	0.81	0.97	0.99	0.75	0.55	
Other unit influence on ATA unit[2]	Mean	2.09	2.05	2.37	2.04	2.03	None
	S.D.	0.67	0.74	0.78	0.61	0.66	
Total amount of influence[3]	Mean	8.61	8.88	9.02	9.04	7.80	None
	S.D.	2.58	3.17	3.24	2.44	1.98	
Distribution of influence[4]	Mean	0.11	0.32	-0.23	0.43	-0.16	3-2, 3-4
	S.D.	0.79	0.68	0.75	0.77	0.71	

[1]The scale used was: 1 = To no extent; 2 = Little extent; 3 = Some extent; 4 = Considerable extent; 5 = Great extent.

[2]The scale used was: 1 = None; 2 = Little; 3 = Some; 4 = Quite a bit; 5 = Very much.

[3]Sum of four interunit influence questionnaire item scores.

[4]A positive mean indicates the net amount of ATA unit influence over the other unit. A negative mean indicates the net amount of other-unit influence over the ATA unit. Zero indicates a balanced distribution of influence.

correspondingly small (8.61 of a possible 20.00). The distribution of influence measure of 0.11 indicates that, overall, the ATA units exerted very little more influence on the operations of the other units than vice versa. That is, overall, there was almost balanced influence between the units in the dyadic relationships.

Results of the analysis of variance for influence indicate that the ATA units exerted significantly more influence on the Service Organization units (2.52) than they did on the Commonweal Organization units to which they were linked (1.86). With regard to the distribution of influence, the positive mean (0.43) indicates that the ATA units exerted more influence than did the other units in the ATA-Service Organization relationships, which situation differed significantly from the ATA-Business Concern (negative Mean of -0.23) and the ATA-Commonweal Organization (negative Mean of -0.16) relationships in each of which the other units exerted more influence than did the ATA units.

Summary

The analysis of variance of the data gathered by questionnaire provides a basis for drawing conclusions about the nature of the structural dimensions of the relationships. Overall, the dyadic relationships were mandated, clearly specified and standardized to a moderate extent. The little amount of influence exerted by the parties in the relationships was almost balanced between the units in the dyads.

RESOLUTION OF CONFLICT

The subproblem that focused on the matter of resolution of conflict during the previous 6-month period is as follows:

Subproblem 12. Conflict resolution. To what extent did the ATA unit and the other unit resolve conflict between them? Also, to what extent were conflicts resolved by (a) avoiding the issues, (b) smoothing over the issues, (c) openly confronting the issues, and (d) resorting to the hierarchy?

Table 57

Comparative Analysis of ATA-Other Organization
Dyadic Relationships for Resolution of Conflict

Resolution of Conflict Variable		All ATA-Other Org	1 ATA-Mut Ben Assoc	2 ATA-Business Concern	3 ATA-Service Org	4 ATA-Comm Org	Significantly Different Types
Extent of conflict resolution[1]	N	102	13	14	41	34	
	Mean	3.78	4.30	4.67	3.51	3.55	2-3, 2-4
	S.D.	1.09	0.69	0.57	1.08	1.14	
Conflict resolution by avoiding issues[2]	N	71	7	6	36	22	
	Mean	1.47	1.14	1.00	1.61	1.50	None
	S.D.	0.87	0.37	0.00	1.02	0.80	
Conflict resolution by smoothing over issues[2]	N	71	7	6	36	22	
	Mean	1.81	1.28	1.66	1.75	2.13	None
	S.D.	1.18	0.75	1.63	1.10	1.28	
Conflict resolution by confronting issues[2]	N	71	7	6	36	22	
	Mean	3.61	2.85	3.83	3.66	3.72	None
	S.D.	1.57	1.77	1.47	1.58	1.57	
Conflict resolution by hierarchy[2]	N	63	7	6	31	19	
	Mean	1.44	1.00	1.00	1.51	1.63	None
	S.D.	1.01	0.00	0.00	1.15	1.06	

[1]The scale used was: 1 = Very poorly; 2 = Poorly; 3 = Adequately; 4 = Quite well; 5 = Very well.

[2]The scale used was: 1 = Almost never; 2 = Seldom; 3 = About half the time; 4 = Often; 5 = Almost always.

In Table 5.7, are presented the findings for extent of conflict resolution and methods of conflict resolution. The respondents expressed their perceptions with regard to conflict resolution in terms of the 5-point scales shown in the footnote to the table. Within the total sample, the mean score suggests that conflict was resolved "quite well" (Mean = 3.78). Results of the analysis of variance suggest that, in the ATA-Business Concern relationships, the extent of conflict resolution was significantly higher (4.67) than in either the ATA-Service Organization (3.51) or the ATA-Commonweal Organization relationships (3.55).

Overall, conflict resolution by ignoring or avoiding the issues was "almost never" employed (1.47). Conflict was "seldom" resolved by smoothing over the issues (1.81). The most frequently used method, by bringing the issues out in the open and working them out among the parties involved, was "often" used (3.61). "Almost never" was a higher level manager or authority called upon to resolve the issues between the parties involved (1.44). There were no significant differences across the types of dyads for the four methods of resolution of conflict.

Summary

The analysis of variance of the questionnaire data provide a basis for drawing conclusions regarding the resolution of conflict and the methods by which conflict was resolved.

Conflicts were resolved quite well, overall, and resolved very well within the ATA-Business Concern dyads. The method of conflict resolution most frequently employed by each group was that of openly confronting the issues. Rarely were conflicts resolved by avoiding or smoothing over the issues, or by resorting to the hierarchy.

EFFECTIVENESS OF RELATIONSHIPS

The subproblem that dealt with the effectiveness of the relationships is as follows:

Subproblem 13. Perceived effectiveness of interunit relationship. To what extent did the boundary spanners in the ATA unit and the other unit believe, subjectively, that each unit carried out its commitment, and feel that their relationship was productive, worthwhile, satisfying, and equitable? The respondents expressed their perceptions of the effectiveness of the relationships during the previous 6 months in terms of a 5-point scale.

As is shown by the means in Table 5.8, the perceived effectiveness of the relationships for the total sample was to a "considerable extent" (Mean = 3.65). The most effective relationships were the ATA-Business Concern dyads which were perceived to be effective to "a great extent" (4.50). Results of the analysis of variance indicate that the effectiveness of this type of dyadic relationship was significantly greater than the ATA-Service Organization dyads (3.26) and the ATA-Commonweal Organization dyads (3.61). Also, the ATA-Mutual Benefit Association relationships were significantly more effective (3.92) than the ATA-Service Organization dyadic relationships (3.26).

Table 5.8

Comparative Analysis of ATA-Other Organization Dyadic Relationships for Perceived Effectiveness

Effectiveness Variable		All ATA-Other Org	1 ATA-Mut Ben Assoc	2 ATA-Business Concern	3 ATA-Service Org	4 ATA-Comm Org	Significantly Different Types
Perceived effectiveness	N	110	13	18	43	36	
	Mean	3.65	3.92	4.50	3.26	3.61	1-3; 2-3, 2-4
	S.D.	0.77	0.63	0.32	0.73	0.66	

The scale used was: 1 = To no extent; 2 = Little extent; 3 = Some extent; 4 = Considerable extent; 5 = Great extent.

ASSOCIATION BETWEEN LINKAGE VARIABLES AND EFFECTIVENESS OF RELATIONSHIPS

This section contains an analysis of the associations between the linkage variables and the effectiveness of each of the four types of dyadic relationships. The subproblem formulated to address this matter is as follows:

Subproblem 14. To what extent are the linkage variables associated with perceived effectiveness of relationships?

Pearson product-moment coefficients were calculated to assess the correlation between each of the 32 linkage variable measures and the corresponding measure of effectiveness of all the ATA-Other Organization dyadic relationships and the four types of dyadic relationships.

The data in Table 5.9 indicate the Pearson correlation coefficient of each linkage variable measure with the questionnaire respondents' ratings of the effectiveness of the relationships. Correlation coefficients which are statistically significant at the .05 level are identified by an asterisk (*). To facilitate reporting, coefficients are described as weak (below .40), moderate (between .40 and .59) or strong (.60 and above).

Association Between Reasons for Relationship and Effectiveness

As is shown by the correlation coefficients in Table 5.9, for the total sample, there were positive, weak or moderate correlations between each of the types of reasons and the perceived effectiveness of the dyadic relationships. With regard to the categories of dyads, apart from two exceptions, the associations between the types of reasons and effectiveness were positive and either weak or moderate in strength. An exception was the ATA-Mutual Benefit Association relationships in which case the reason "for work or clients" was positive and strongly associated with effectiveness (.62). The other exception was the ATA-Commonweal Organization relationships where the reason "for information" was negative and weakly associated with effectiveness.

Table 5.9

Correlation of Linkage Variables and Effectiveness of Relationship
(By Types of Dyads)

Linkage Variable / N (Range)	All ATA-Other Org (63-110)	ATA-Mut Ben Assoc (7-13)	ATA-Business Concern (6-18)	ATA-Service Org (31-43)	ATA-Comm Org (19-36)
Reasons for Relationship					
For work or clients	.53*	.62*	.47*	.43*	.52*
For resources	.16	.54	.09	.07	.20
For technical assistance	.39*	.56*	.32	.30*	.31
For information	.35*	.44	.47*	.31*	-.09
Contextual Dimensions					
Resource dependence	.37*	.45	.10	.35*	.26
Awareness	.10	.23	-.09	.36*	.20
Personal acquaintance	.19*	.39	.49*	.40*	-.07
Consensus	.72*	.53	-.25	.65*	.70*
Domain similarity	.13	.61*	.40	.24	.07
Resource Flows					
Total resource flow from other unit to ATA unit	.07	.16	.10	.16	-.42*
Total resource flow from ATA unit to other unit	.08	.48	.07	.22	-.43*
Uniformity of flows	.08	.29	-.06	.30	-.23
Frequency of problems	-.49*	.49	-.05	-.47*	-.47*
Extent of interruptions	-.47*	.03	-.17	-.45*	-.28
Communication Flows					
Overall frequency of communications	.14	.32	-.06	.23	-.13

Continued

Table 5.9 (Continued)

Linkage Variable (N Range)	All ATA-Other Org (63-110)	ATA-Mut Ben Assoc (7-13)	ATA-Business Concern (6-18)	ATA-Service Org (31-43)	ATA-Comm Org (19-36)
Percent time spent on other-unit matters	-.09	-.07	.09	-.04	-.08
Percent communications initiated by ATA unit	.27*	.02	.53*	.22	-.04
Ease of communications	.57*	.20	.37	.51*	.57*
Freq of written reports	.02	.49	.48*	-.01	-.26
Freq of face-to-face discussions	-.06	.31	.42	-.15	.10
Freq of telephone calls	.10	.33	.41	-.04	.14
Freq of group meetings	-.18*	-.30	.16	-.04	-.04
Structural Dimensions					
Formalization of relationship	.28*	.61*	.17	.18	.32
ATA unit influence on other unit	.10	.55*	.27	.27	-.01
Other unit influence on ATA unit	.31*	.70*	.35	.42*	-.04
Total amount of influence	.26*	.67*	.33	.46*	-.03
Distribution of influence	-.10	.02	-.00	.09	.02
Conflict Resolution					
Extent of resolution	.73*	.88*	.56*	.72*	.63*
Resolution by avoiding issues	-.40*	-.71	–	-.27	-.50*
Resolution by smoothing over issues	.14	-.71	.30	.36*	.17
Resolution by confronting issues	.14	.17	.68	.24	.12
Resolution by hierarchy	-.06	–	–	.30	-.32

*p <.05

Association Between Contextual Dimensions and Effectiveness

For the total sample, there were positive, but weak correlations between effectiveness and the linkage variables, resource dependence, awareness, personal acquaintance, and domain similarity. A positive, strong correlation was obtained for the consensus variable.

With only three exceptions, for the four groups, weak or moderate correlations were revealed for all five contextual dimension variables. The exceptions were in the ATA-Business Concern and ATA-Service Organization relationships where strong correlations were shown between consensus and effectiveness, and in the ATA-Mutual Benefit Association relationships where strong correlations were obtained between domain similarity and effectiveness.

Overall, the association between consensus and effectiveness was positive and strong. With the exception of the ATA-Business Concern group, where the correlation was negative and weak, the group correlations were also positive and either moderate or strong.

Association Between Resource Flows and Effectiveness

For the total sample, weak but positive associations were found for total resource flows, and uniformity of resource flows between units. However, moderate but negative correlations were obtained for the frequency of resource flow problems and for the extent of resource flow interruptions.

For the four groups of relationships, weak or moderate correlations were obtained with regard to the five resource flow variables. Of note, perhaps, are the correlations of the five resource flow linkage variables and effectiveness for the ATA-Commonweal Organization dyads which were negative and from weak to moderate. Also, the association between the total resource flow from the ATA unit to the other unit and effectiveness was roughly to the same moderate extent, but of different sign, for the

ATA-Mutual Benefit Association and the ATA-Commonweal Organization relationships. The correlation of the frequency of resource flow problems and the effectiveness of the ATA-Mutual Benefit Association relationships seems somewhat unusual when compared with the corresponding measures of association for the other three groups which are negative and either weak or moderate.

Association Between Communication Flows and Effectiveness

For the total sample, weak correlations were found between seven of the eight communication flow variables and effectiveness. The exception was "ease of communications" which was associated with effectiveness to a moderate, positive degree.

For the four groups of dyads, the correlations of overall frequency, percent time spent on other unit, and effectiveness were weak. With the exception of the ATA-Business Concern, relationships, where there was a moderate association between percent communications initiated by the ATA unit and effectiveness, the other three group measures of correlation were weak. Ease of communications was moderately correlated with effectiveness for the ATA-Service Organization and the ATA-Commonweal Organization relationships but was weakly correlated for the other two groups of relationships. None of the coefficients for the four methods of communication was strong. However, four coefficients indicated positive, moderate associations with perceived effectiveness, while the others indicated either negative or positive, weak associations .

Association Between Structural Dimensions and Effectiveness

For the total sample, the associations between the structural dimension variables and effectiveness were weak. For the groups of dyads, formalization of relationship was positively, but weakly associated with effectiveness except in the case of the ATA-Mutual Benefit Association dyads where the correlation was both positive and strong. The correlations between the distribution of influence and effectiveness, were so weak as to

be considered almost zero correlations.

Differences were indicated in the ATA-Mutual Benefit Association and the ATA-Commonweal Organization correlations between effectiveness and ATA influence on the other unit, other unit influence on the ATA unit, and the total amount of influence in the relationships. The three coefficients were positive, and moderate or strong for the ATA-Mutual Benefit Association dyads, and negative and weak for the ATA-Commonweal Organization dyads.

Association Between Conflict Resolution and Effectiveness

The association between the extent of conflict resolution and effectiveness, for the total sample, was strong. Conflict resolution by avoiding the issues was negatively and moderately associated with effectiveness. The associations between each of the other three methods of resolution of conflict and effectiveness were weak.

For the four groups of relationships, the associations between the extent of conflict resolution and effectiveness were positive and either moderate or strong. On the other hand, in the three instances where a correlation coefficient could be calculated, conflict resolution by avoiding the issues was negatively associated with effectiveness, particularly for the ATA-Mutual Benefit Association dyads. Conflict resolution by smoothing over the issues was negative and strong for the ATA-Mutual Benefit Association relationships, but positive and weak for the other two groups for which coefficients could be calculated. The ATA-Business Concern dyads showed a high, positive correlation between conflict resolution by openly confronting the issues and effectiveness . However, for the other three groups, the associations were positive but weak. Coefficients for the correlation between conflict resolution by resorting to the hierarchy and effectiveness could be calculated for only two of the four groups and both correlations were weak and almost of the same size, but opposite in sign.

Summary

The results of the correlational analysis provide a basis for drawing conclusions concerning the associations between the linkage variables and the effectiveness of the dyadic relationships.

Apart from two exceptions, the association between the types of reasons for relationship and effectiveness was positive, and either weak or moderate in strength. Of the contextual dimensions, consensus showed the strongest association with effectiveness. Although several of the coefficients for the resource flow dimensions were moderate, none was strong. In most instances, frequency of problems and extent of interruptions were negatively associated with effectiveness. Overall, and for two of the groups of dyads, ease of communication was positive and moderately associated with effectiveness.

Overall, and for each of the four types of relationships, there was a positive association between formalization and effectiveness.

Strong relationships were generally indicated between extent of resolution of conflict and effectiveness. Resolution of conflict by avoiding the issues was negatively associated, in contrast with resolution by confronting the issues, which was positively associated with effectiveness.

SUMMARY

The 44 organizations identified by the ATA respondents were classified according to the Blau and Scott typology (1981) whereby four types of dyadic relationships were identified for analysis and discussion. These were ATA-Mutual Benefit Association, ATA-Business Concern, ATA-Service Organization, and ATA-Commonweal Organization dyadic relationships. As the ATA itself is a Mutual Benefit Association, the types of dyads may also be regarded as Mutual Benefit Association-Mutual Benefit Association, Mutual Benefit Association-Business Concern, and so on.

The reasons for the relationships were numerous and varied and reflected the "dual role" of the ATA as both a professional association and a trade union. The professional competence of teachers was enhanced and the cause of education was furthered by the interactions. At the same time, negotiations and consultations took place concerning matters which were very vital to the ATA's structure and powers as well as to the welfare of its members. Interactions with business concerns were mainly in areas of professional or technical capability not possessed by the Association.

The findings seemed to indicate that the interorganizational relationships varied to some extent across the four types of dyads. Differences appeared to exist in the strengths of the linkage variables, the degree of effectiveness, and the correlations between linkage variables and perceived effectiveness.

The next chapter includes reports on analyses similar to those described in this chapter, but with reference to the relationships between the Association and the other stakeholder organizations.

Chapter 6

COMPARATIVE ANALYSIS OF ATA-STAKEHOLDER ORGANIZATION RELATIONSHIPS

Within the province of Alberta there are several organizations which have a vested interest in education. Of these organizations, five were identified by the ATA respondents as having interacted with the Association during a specified 6-month period. These organizations are The Conference of Alberta School Superintendents (CASS), The Alberta Federation of Home and School Associations (AFHSA), The Alberta School Trustees' Association (ASTA), the Faculties of Education of Universities in Alberta (designated as one organization), and Alberta Education

This chapter contains a comparative analysis of the relationships between the focal organization of the study (The Alberta Teachers' Association) and each of the five other organizations which were designated as stakeholder educational organizations. The first part of the chapter contains a comparative analysis, both qualitative and quantitative, of these ATA-stakeholder organization dyadic relationships. An analysis of the association between the linkage variables and the effectiveness of each of the five ATA-stakeholder organization relationships concludes the chapter.

REASONS FOR RELATIONSHIPS

The major purpose of this section is to address the subproblem on the reasons for the relationships between the units of the ATA and the units of the stakeholder organizations.

Subproblem 2. Reasons for relationship. (1) *Qualitative Nature of Relationships.* What were the reasons for the relationship between the ATA unit and the unit in the stakeholder organization? (2) *Types of Reasons.* To what extent did the ATA-Stakeholder Organization relationship exist in order to receive or send: (a) work or clients

(e.g., customers, raw materials, or work objects); (b) resources (e.g., money, personnel, equipment, or office space); (c) technical assistance (e.g., consultation or staff services in functional areas); and (d) information (i.e., for purposes of coordination, control, planning, or evaluation)?

Addressed initially is the part of Subproblem 2 which relates to the qualitative nature of each of the ATA-Stakeholder Organization relationships. Subsequently, the second part of the subproblem which relates to the types of reasons for these relationships is addressed. The descriptions of the nature of the relationships between the ATA and each of the stakeholder organizations are based on data obtained from interviews with key personnel of the Association and the other five stakeholder organizations. The quantitative analysis of the types of reasons for relationships is based on data obtained from questionnaire responses. Although some reference is made to the mandates or objectives of the stakeholder organizations, further details of these mandates or objectives are contained in Appendix E.

Nature of ATA-CASS Relationship

One of the objectives of the Conference of Alberta School Superintendents (CASS) is to promote good relationships between its members and the Alberta Teachers' Association. According to Dr. Robert David, President of CASS, such a relationship and interaction have been maintained from the very founding of CASS. Although the nature of the relationship has varied "from time to time, year to year, and even within any year, depending on what the issues are," it has varied, also, "depending on the individuals involved in terms of the personal warmth or regard they have for each other." Both organizations, however, have tended to proceed along parallel courses in terms of overall objectives and in terms of their efforts to improve education in Alberta.

David added that both organizations work very closely with teachers. Also, as teachers are "one of our major groups to interact with at the local level, we have to take

into account the policies and the actions of the ATA at the provincial level." Further, he acknowledged that, as the ATA is "an extremely important, extremely powerful organization," CASS needs its cooperation and positive support. In his view, the ATA is "a force to be reckoned with -- a teaching force as represented by the official organization which can do a great deal for education in a positive way, or in a negative sense, as well." He expressed the opinion that most members of CASS shared his view and felt that they must work with the ATA as an organization at both the local and the provincial levels. To facilitate such interactions, the provincial executive of CASS has accepted responsibility for fostering on an on-going basis "some spirit of mutual support and cooperation" with the ATA. Accordingly, they support the holding of an annual meeting of Table Officers of both organizations (with appropriate follow-up) during which common ground and common goals are discussed. The annual meeting also provides a vehicle for discussion of policies of both organizations, matters of concern, and legislation that pertains to their educational interests.

Although David believed that there was an attitude of mutual need and respect which had created a fairly positive relationship between the two organizations, he expressed disappointment in that he, sometimes, received the impression that "the ATA doesn't really have much use for CASS. We're just simply tolerated....There isn't much regard there." For example, he referred to the annual joint meetings of Table Officers during which, in his opinion, the ATA has displayed a "patronizing attitude" toward the organization which he represents. He also referred to a recurring suggestion by the ATA at these meetings that there should be one voice for all professional educators in Alberta and that CASS should become part of the ATA. This position is in accord with ATA Policy Resolution 12.A.3 (Alberta Teachers' Association *Members' Handbook 1983 Edition*, p.189) which states "that the Alberta Teachers' Association request the Government of Alberta to amend the *Teaching Profession Act* to include superintendents and deputy superintendents appointed by school boards as active members of the

Association." ATA Vice President Judy Michiel stated that the current ATA policy was "to welcome those kinds of educational leaders to be part of the ATA." Should current legislation preclude CASS members from active membership of the ATA, she hoped that "they could at least become associate members or some other category of member." David, on the other hand, reported that CASS had rejected the ATA overtures to become part of the ATA. Whatever the CASS members' reason for rejection, it could hardly have been due to their lack of knowledge of the organization and objectives of the ATA, for, according to David, "Without exception, CASS members come up through the ranks of the teaching profession and therefore, in this province, have been members of the ATA." David also indicated that some CASS members had in the past been very active in the affairs of the ATA. For example, David, himself, had served as President of an ATA local and had been very involved as a delegate to the Annual Representative Assembly.

Michiel expressed the opinion that the ATA and CASS were "important educational stakeholder groups" in Alberta. Since superintendents are the educational leaders at the jurisdictional level, and the ATA are educational leaders at the provincial level, they need to get together to discuss "important ATA policies that have been passed recently, important things that might be appearing in legislation, and so on." She recalled that, at the most recent annual joint meeting of Table Officers, "both groups were pretty open and honest with each other ... were complimentary [and] tried to find areas of agreement and interest." She concluded that, generally, a positive relationship existed between the two organizations.

Nature of ATA-AFHSA Relationships

The stakeholder organization which serves to bring parents and teachers together is the Alberta Federation of Home and School Associations (AFHSA). An objective of the Federation is to support other organizations concerned with improvement in public education.

With regard to the ATA-AFHSA relationships, Michiel stated that "first and foremost, both groups have quite an interest in education." She thought that in recent years the Federation had gained more power and visibility than it had in the past. In addition to the ATA's Table Officers' meeting annually with their AFHSA counterparts, they have also attended the AFHSA annual convention. Michiel recalled that the Federation's executive had changed very slowly in the last few years so that the ATA Table Officers have been able to meet several times with basically the same group of officers which has facilitated interaction between the groups. In turn, the AFHSA Table Officers have also attended the ATA Annual Representative Assembly. In Michiel's opinion, a very positive, close, cooperative relationship had developed during the previous few years because of the deliberate actions of the ATA. The ATA has sought to establish closer contacts with the Federation both by formal means (e.g., annual joint meetings of Table Officers and mutual representation at annual conferences) and informal means (e.g., social events and other meetings). She mentioned several occasions of casual contact outside of their formal annual meetings that were "very important," for example, during the "Stakeholders" meeting with the Minister of Education in January 1985, the Alberta School Trustees' Association annual convention, and the Canadian Education Association annual conference that had been held in Edmonton.

The President of the Alberta Federation of Home and School Associations, Diane Almberg, expressed opinions that were very similar to those of Michiel. She stated that, for both associations "our prime purpose and our prime concern is for the child." She also referred to the annual meeting of Table Officers of both organizations where, "We discuss mutual concerns and issues in education and how we, together, can solve some of these concerns." She acknowledged that there were areas where the AFHSA and the ATA held definitely different opinions, but the relationship was such that both organizations could express these differences openly. She believed that during the 11

years that she had been involved, the Federation had had "a very cooperative, very good, very close working relationship with the Alberta Teachers' Association."

Nature of ATA-ASTA Relationship

The stakeholder organization that represents the employers of the members of the ATA was founded two years after the establishment of the Province of Alberta in 1905. According to Roberts (1966:v), this association (later to be known as the Alberta School Trustees' Association) was created, initially, as a communication link between the Provincial Government and local school jurisdictions in Alberta. Among the objectives of the ASTA is "to consider and deal with matters relating to education and school administration in the Province with a view to the betterment thereof."

Dr. Lawrence Tymko, Acting Executive Director of the ASTA, stated that his association works with the ATA to exchange information with respect to decisions taken by their respective conventions, that is "public policy issues," for example, the Secondary Education Review and the "private schools issue." Another reason cited by Tymko was for the exchange of resources, basically reciprocal staff officer representation on committees of both organizations. Since the ASTA wishes "to see where the other folks are coming from," the ASTA Table Officers meet with their ATA counterparts to "exchange views and positions" on matters of mutual concern.

According to Tymko, for the ATA and the ASTA to accomplish their respective goals and responsibilities, they need the services, resources or support of each other to some extent. He pointed out that the ASTA is a voluntary organization of school boards throughout Alberta and, if the ATA does not have the support of the ASTA, "it would have great difficulty in securing its preferred position." As an example, Tymko cited the review of the *Teaching Profession Act* during which the ATA did not seek the concurrence of the ASTA. The latter then "came up with a new proposal with respect to this Act and effectively had the Minister put the thing on hold for a while." Tymko also

indicated that, as the ASTA is a local-government type of organization, it tends to seek support from other local-government associations such as the Alberta Urban Municipalities Association, the Alberta Federation of Home and School Associations, and the Alberta Association of Municipal Districts and Counties. The ASTA also seeks the support of the major school boards in its membership, (e.g., Edmonton Public and Calgary Public) whose support would be essential for the ASTA to make any significant move. However, as Tymko stated, "in the case of issues that relate directly to teachers, that's where we'd probably seek the assistance of the ATA."

Tymko expressed the opinion that the ASTA regards its relationship with this "very important institution" to be "very worthwhile" and would like to think that both associations were "trying to work in the best interests of students on the premise that what's good for students is good for education." However, even on this matter there seemed to be some differences between the two organizations.

Dr. B.T. Keeler, Executive Secretary of the ATA, expressed the opinion that, "virtually everything that the Alberta School Trustees' Association is doing is of direct concern to us, because it represents and is influential with the employers of our members." He was of the opinion that, apart from the government itself, the ATA and the ASTA were the two major stakeholders in education in Alberta and, as such, there were "innumerable areas of interface between the two organizations." Although every aspect of educational policy is of concern to both organizations, there are areas where the ASTA has a larger interest than the ATA (e.g., equalized assessment) and areas where the ATA has a larger interest than the ASTA (e.g., teacher education). There are, however, "very few areas of major interest for one organization and zero interest for the other." Generally, according to Keeler, "Wherever there are consultations with the Department of Education in respect to policy, both we and the ASTA are consulted...frequently we're consulted in concert. However, if we're not, we consult with one another unofficially."

In theory, according to Keeler, the ATA negotiates on behalf of all teachers in the public and separate schools in Alberta, but, in fact, the ATA staff becomes involved in negotiations upon the request of a bargaining unit when its members have reached an impasse with a school board at the local level. Likewise, school boards call upon employees of the ASTA when negotiations have reached a dead-end. Thus, the ATA and the ASTA come into direct contact through the collective bargaining process. Further interaction occurs when the ASTA Legal Services staff acts on behalf of school boards and the ATA staff acts on behalf of teachers in grievance situations. The ASTA solicitors also act on behalf of boards in individual teacher employment disputes, (e.g., transfers, terminations of designations, and terminations of contract) in which situations the ATA routinely represents the teacher, initially at the school board level, and if need be, subsequently, at the Board of Reference level.

In referring to the ATA and the ASTA Table Officers' Committees which meet jointly at least once a year, Keeler stated that it would be difficult to plot a trend in relationships between the two groups of Table Officers as they have "ups and downs, depending upon personalities more than anything else." The relationships between the senior staff officers of both associations were reported to be somewhat similar to that of their Table Officers. In describing his relationship with Dr. Larry Ferguson, Executive Director of the ASTA, Keeler expressed the opinion that, as Ferguson did a good job and was well intentioned, he could relate better with Ferguson than if he felt that Ferguson had a hidden agenda.

Nature of ATA-Faculties of Education Relationships

The so-designated stakeholder organization, the "Faculties of Education in Alberta," is responsible for the professional education of the members, or members-to-be, of the ATA. Although the Minister of Education has sole responsibility for the certification of teachers, all teacher education in Alberta, has, by means of contractual agreements, been

placed under the aegis of the universities in Alberta. By both formal and informal mechanisms the Minister and the universities have ensured appropriate participation of the ATA and other organizations (e.g., ASTA and CASS) in the numerous committees and boards which determine and oversee the various components of teacher education, including the general nature of the preparation program.

The two persons who were interviewed in connection with the ATA-Faculties of Education relationships were Dr. Nick Hrynyk, then Associate Executive Secretary of the ATA, and Dr. Robert Patterson, Dean of the Faculty of Education of the University of Alberta. Hrynyk, who had previously completed the Focal Unit Questionnaire, gave further details of the reasons for, and nature the relationship. He stated that, on occasion, he had responsibility for presenting and explaining the policies passed at the Annual Representative Assembly of the Association. Also, there were occasions when the University was planning changes in programs and asked for the involvement of the ATA. On these occasions, Hrynyk, with others, represented and presented the views of the Association. At the time of the interview, he was a member of the University of Alberta and University of Calgary Faculty of Education Councils representing the Association. He had also served on Department Review Committees and had been a member of more than one Dean Selection Committee as an Association appointee.

Patterson stated that there were political and professional reasons for the Faculty's relationship with the ATA. For example, numerous Faculty of Education programs are dependent upon the cooperation of the ATA. In making particular reference to the practicum which "is most central to the ATA," he emphasized that a positive relationship with the ATA was essential in order to deliver the practicum program effectively.

Patterson reported that both the ATA and the faculties of education are concerned about the quality of teachers, not only at the level of preservice preparation, but also throughout the careers of teachers. Consequently, the faculties of education want to be able to share their views with the ATA and to receive the ATA views on what would be

essential at any stage of teacher preparation. This concern over the quality of preservice preparation has caused a resistance towards an expansion of colleges of teacher education. Patterson, "a key defender of limiting the number of locations where teacher education is provided within the province" expressed appreciation of the support of the ATA in this regard.

Patterson viewed the relationship as being practical "in order to make programs work...to get some kind of concerted effort behind agreed-upon standards for the improvement or the enhancement of teacher education." He reported that there were political and professional reasons for a Faculty of Education's relationship with the ATA. Numerous Faculty programs such as the practicum are dependent upon the cooperation of and a positive relationship with the ATA. As both organizations are concerned about the quality of teachers they must work together in deciding how to effect the best possible teacher education programs.

Nature of ATA-Alberta Education Relationships

According to its statement of core values, Alberta Education "consults and cooperates with members of the community, both in the public and private sector," in order to develop policies which "reflect the educational needs and values of a variety of individuals and organizations."

Dr. Reno Bosetti, Deputy Minister of Education, acknowledged that the operation of Alberta Education and the operation of schools in Alberta are highly dependent upon the teacher work force in the field. As the "fact of education" occurs in the classroom where teacher and student interact, his Department has to be concerned with teachers and their provincial representatives. He stated:

> ultimately, unless we're able to get teachers to implement programs and policies, we can write all the programs and policies that we like and they will have no effect on children. And our whole endeavor is to affect the education of children.

Accordingly, the Department, "desperately need[s] a good working relationship with both teachers in classrooms and the Association that purports to represent them."

ATA President Nadene Thomas stated that she had always been impressed by the cooperation between the various levels of Alberta Education and Barnett House. She referred to the "phone calls that go back and forth, the information that is given freely--because I think that we have the same goal in mind, and that is the good of education." In her opinion, throughout the years the Association has had excellent relations with the Department so that the advice that the ATA has given has received its proper weight. However, within the last two or three years, this "very cooperative...very good, and very strong relationship has deteriorated remarkably." She maintained that, during the latter part of this period the relationship had become, at the upper levels of the Department (i.e., Minister and Deputy Minister), very adversarial and confrontational. Thomas believed that Minister of Education King, "partly because he did not value his own Department and partly because of his own view of how one changes things, really reduced the effectiveness of the relationship between the Association and the Department of Education."

Thomas could not recall a single issue during King's ministry on which the two organizations had been fully cooperative. She admitted, however, that at times the ATA would be at fault because they did not like the way in which the Minister of Education was doing things. She believed that, at other times,the Department of Education would be at fault. The civil servants would disclaim responsibility, admit that they were unhappy, "but this was the direction that they had been given and that was what they were going to have to go on and do."

Types of Reasons for ATA-Stakeholder Organization Relationships

As a means of addressing the second part of Subproblem 2, each ATA and stakeholder organization questionnaire respondent indicated the extent to which the units

were involved with one another in terms of receiving or sending work or clients, resources, technical assistance, and information. The respondents expressed their perceptions of the reasons for relationships in terms of a 5-point scale. An analysis of variance was performed to ascertain if there were differences in the extent of involvement among the five types of dyadic relationships

Table 6.1 shows in quantitative form the reasons for all and for the five ATA-Stakeholder Organization dyadic relationships. As the means of the responses indicate, for the total sample, the main reason for the relationships during the preceding 6 months was "for information" (for purposes of coordination, control, planning or evaluation), which was to "somewhat" extent (3.10). The other three reasons for relationship rated about "a little," overall. The analysis of variance of the types of reasons for relationships revealed no significant differences among the groups on the four linkage variables. In the case of the ATA-CASS dyad there was no, or next to no, sending or receiving work or clients, resources or technical assistance. The ATA-AFHSA relationship showed the highest rating for "for resources" (2.50) and "for technical assistance" (2.75).

Summary

The results of the qualitative and quantitative analyses provide a basis for drawing conclusions about the nature and type of reasons for relationships. In achieving its objectives, the ATA is obliged to participate in many activities with other organizations in Alberta and elsewhere. For example, as CASS has aims and objectives that are similar to those of the ATA, the Association cooperates with this mutual benefit association. Also, as the ATA seeks to improve the teaching profession, it works with the Faculties of Education, to promote and support adequate programs of pre-service preparation, internship and certification. Since the Minister and the Department of Education wield great power and influence, the ATA needs to work with this commonweal organization to advance and promote the cause of education in Alberta. In turn, the constitutions, bylaws,

Table 6.1

Comparative Analysis of ATA-Stakeholder Organization Dyadic Relationships for Four Types of Reasons

Type of Reason		All ATA-Stakeholder Org (N=55)	1 ATA-CASS (N=1)	2 ATA-ASTA (N=14)	3 ATA-AFHSA (N=2)	4 ATA-Fac of Ed (N=8)	5 ATA-Alta Ed (N=30)	Sig Different Groups
For work or clients	Mean	2.09	1.50	1.71	2.25	2.31	2.21	None
	S.D.	0.99	–	0.89	0.35	0.99	1.06	
For resources	Mean	1.68	1.00	1.25	2.50	1.75	1.83	None
	S.D.	0.82	–	0.58	0.00	1.16	0.79	
For technical assistance	Mean	2.36	1.50	2.03	2.75	2.68	2.43	None
	S.D.	0.95	–	0.79	0.35	0.99	1.02	
For information	Mean	3.10	3.00	2.57	2.75	3.12	3.36	None
	S.D.	0.98	–	1.07	0.35	0.99	0.91	

The scale used was: 1 = Not at all; 2 = A little; 3 = Somewhat; 4 = Quite a bit; 5 = Very much.

policies, and contractual agreements of the other stakeholder organizations, cause them to seek interaction with the ATA.

Although attitudes of mutual respect were expressed by both interviewees, the CASS respondent held the view that the ATA did not regard CASS as playing a major role in education in Alberta. ATA policy which calls for government action to have superintendents and deputy superintendents of schools become active members of CASS has been rejected by the membership of CASS.

The comments of several interviewees seemed to indicate that, although the nature of the relationships had varied depending on the issues being dealt with, it has varied according to the personal warmth, trust, or regard that the individuals involved have for one another. Relationships seemed to have "ups and downs" depending on personalities as much as anything else.

The quantitative analysis indicated that the main reason for the relationships between the ATA units and the stakeholder organization units during the preceding 6-month period was for information. The analysis of variance showed no significant differences in the extent of involvement among the five groups of dyadic relationships.

CONTEXTUAL DIMENSIONS

The purpose of this section is to provide an analysis of the data on the contextual dimensions of resource dependence, awareness, consensus, and domain similarity of the relationships between the ATA and the stakeholder organizations. Each dimension was measured on a 5-point scale; the definitions of the points on the scales varied in accordance with the nature of the dimension. The essential questions focused on the differences across five types of interorganizational dyads. The first of the four contextual dimension subproblems focused on the resource dependence of the units in the relationships.

Subproblem 3. Interunit resource dependence. To what extent did the ATA unit and the stakeholder organization unit in the pairwise relationship perceive that they needed one another to attain their self-interest goals or intentions?

Table 6.2 shows the results of the analysis of variance of the data relating to the contextual dimensions of the ATA-Stakeholder Organization dyadic relationships.

For the total sample, the mean for resource dependence indicates that the respondents considered that they needed one another to "some" extent. Although there were no statistically significant differences with regard to resource dependence, the mean for the ATA-AFHSA relationship was about one scale-point higher than any of the other group means. AFHSA President Almberg made reference to that organization's considerable dependence on resources received from other organizations. She reported that a lack of resources was constraining the effectiveness of the operation of the Federation. Because the AFHSA income from membership dues was very small, they had to depend greatly on an annual grant from the Alberta government. During Almberg's 11 years of active involvement with the Federation she had seen this grant grow from $3000 to its current $42,700. However, since this revenue did not fully meet their requirements, she believed that the Federation would welcome financial support from other sources. Suggestions have been made to them that they approach both the ATA , since "the AFHSA has such a good working relationship with them" and the ASTA. The ATA, according to Almberg, "hasn't offered us money, but they have been absolutely excellent in offering us meeting-room space...so that we don't have to rent space in a hotel or a community building." In addition to having received ATA permission to hold meetings at Barnett House, other nonfinancial support, for example, photocopying and other clerical services, had been made available through ATA auspices in Calgary.

The extent of awareness of the other unit and the degree of personal acquaintance were addressed by Subproblem 4.

Subproblem 4. Interunit awareness. (1) *Awareness of Other Unit.* To what extent were boundary spanners in the ATA unit and the stakeholder organization unit familiar with the services and goals of each other? (2) *Personal Acquaintance.* How long and how well did the boundary spanners in the ATA unit and the stakeholder organization unit in the relationship know one another on a personal basis?

With regard to awareness of the other unit, overall, the mean of the responses in Table 6.2 indicated that the parties in the dyads were "quite informed" (4.14) of the services and goals of each other's units. Although there were no statistically significant differences among the groups, the extent of awareness of respondents was noticeably higher for the ATA-AFHSA relationships than for any of the others. The boundary spanners appeared to know one another on a personal basis "somewhat well" (2.99). Although not significantly different from the other respondents, the two parties in the ATA-CASS relationship were personally acquainted to a "very little" extent (2.00).

The degree of agreement or disagreement between the parties in a relationship is addressed by Subproblem 5.

Subproblem 5. Interunit consensus. What was the extent of agreement or disagreement (i.e., conflict) between the ATA unit and the stakeholder organization unit in the pairwise relationship on (a) their operating goals (ends), (b) the specific ways they do their work (means), and (c) the terms of their relationships?

For the total sample, the mean of the responses in Table 6.2 indicates that the parties in the relationships agreed "quite a bit" on their operating goals (ends), the specific ways they do their work (means), and the terms of their relationship (3.55). The highest level of such consensus (4.55) was in the two ATA-AFHSA dyads where there was very much agreement. The lowest degree of agreement (2.33) was among the ATA-ASTA dyads where there was significantly less agreement (or more disagreement) than among the ATA-Alberta Education (3.85), the ATA-Faculties of Education (4.27), or the ATA-AFHSA (4.55) relationships.

Table 6.2

Comparative Analysis of ATA-Stakeholder Organization Dyadic Relationships for Contextual Dimensions

Contextual Dimension		All ATA-Stakeholder Org (N=55)	1 ATA-CASS (N=1)	2 ATA-ASTA (N=14)	3 ATA-AFHSA (N=2)	4 ATA-Fac of Ed (N=8)	5 ATA-Alta Ed (N=30)	Sig Different Groups
Resource dependence[1]	Mean	3.05	2.75	3.15	4.00	2.95	2.98	None
	S.D.	0.78	–	1.07	0.88	0.39	0.69	
Awareness of other unit[2]	Mean	4.14	4.00	4.23	4.83	4.22	4.03	None
	S.D.	0.51	–	0.61	0.23	0.31	0.48	
Personal acquaintance[3]	Mean	2.99	2.00	2.62	2.25	3.31	3.16	None
	S.D.	1.06	–	1.14	0.35	0.84	1.06	
Consensus4	Mean	3.55	3.60	2.33	4.55	4.27	3.85	3-2, 4-2, 5-2
	S.D.	1.02	–	0.79	0.07	0.39	0.77	
Domain similarity[5]	Mean	2.52	2.40	2.32	1.50	2.53	2.69	None
	S.D.	0.69	–	0.60	0.70	0.65	0.71	

[1]The scale used was: 1 = Not at all; 2 = Very little; 3 = Some; 4 = Quite a bit; 5 = Very much.

[2]The scale used was: 1 = Not at all informed; 2 = Little informed; 3 = Somewhat informed; 4 = Quite informed; 5 = Very well informed.

[3]The scale used was: 1 = No personal acquaintance; 2 = Not very well; 3 = Somewhat well; 4 = Quite well; 5 = Very well.

[4]The scale used was: 1 = Disagree much; 2 = Agree a little; 3 = Agree somewhat; 4 = Agree quite a bit; 5 = Agree very much.

[5]The scale used was: 1 = To no extent; 2 = Little extent; 3 = Some extent; 4 = Considerable extent; 5 = Great extent.

The broad construct of the degree of overlap of domains of the units in a relationship was addressed by the next contextual dimension subproblem.

Subproblem 6. Interunit domain similarity. To what extent was there overlap in the domains of the ATA unit and the stakeholder organization unit in the pairwise relationship?

The mean of the responses for the total sample indicates that the domains of the ATA unit and the stakeholder organization in the relationships overlapped to "some extent" (2.52). Although there were no significant differences among the means for this linkage dimension, the mean for the ATA-AFHSA (1.50) was noticeably lower than for any of the other relationships.

Summary

The results of the analysis of variance provide a basis for drawing conclusions about the contextual dimensions of the relationships between the ATA and the other five stakeholder organizations. The parties overall needed one another's resources to achieve their self-interest goals or intentions to a moderate extent. Awareness of the goals and services of the other unit was rather high and boundary spanners were personally acquainted moderately well. There was "quite a bit" of agreement between the parties on their operating goals, the specific ways they did their work, and the terms of their relationships. Domains overlapped to some extent. Although not statistically significant, likely due to the small sample of two dyads, the highest degree of resource dependence was in the ATA-AFHSA relationships. The interview data which indicated considerable dependence by the the AFHSA for resources provided by the ATA seemed to support this finding of the quantitative analysis. Significant differences were observed only among the means for the consensus dimension in which case the parties in the ATA-ASTA relationships appeared to disagree more than any others.

PROCESS DIMENSIONS

Interunit resource flows and interunit information flows are the components of the process dimensions. Presented first in this section, are the results of the analysis relating to aspects of the transactions of resources, followed by the results for the transactions of information.

Resource Flows

By definition, an interunit relationship exists whenever a transaction of resources occurs between the units involved. A resource is considered to be any valued transaction, for example, money, work, personnel, supplies and equipment, and technical or functional assistance. The results of the analysis of variance of the interunit resource flows are presented in Table 6.3. The measures for the first two linkage variables are expressed as percentages while the measures for the other three variables are based on the means of responses on the scales described in the footnotes to the table. The questions raised by the first of the process dimension subproblems focused on the reciprocity of resource flows.

Subproblem 7. Interunit resource flows. What were the total resource flows from the stakeholder organization unit to the ATA unit and from the ATA unit to the stakeholder organization unit in the pairwise relationship?

As is shown in Table 6.3, for the total sample, approximately 14% of total resource flow (i.e., of all work done, and of all technical assistance and services received, and of the operating budget of the ATA units) came from the stakeholder organization units in the relationships. On the other hand, overall, approximately 13% of total resource flow (i.e., of all work completed, of all resources allocated, and of all person-hours of technical assistance or services provided by the ATA units) were sent or given to the stakeholder organization units in the relationships. Some very large, but not statistically significant, differences are apparent between the ATA-CASS and the ATA-AFHSA

Table 6.3

Comparative Analysis of ATA-Stakeholder Organization Dyadic Relationships for Interunit Resource Flows

Resource Flow Variable		All ATA-Stakeholder Org	1 ATA-CASS	2 ATA-ASTA	3 ATA-AHFSA	4 ATA-Fac of Ed	5 ATA-Alta Ed	Sig Different Groups
Total resource flow from other unit to ATA unit[1]	N	55	1	14	2	8	30	
	Mean	14.05	0.00	16.71	33.00	7.25	13.83	None
	S.D.	19.05	–	19.99	45.25	8.17	19.6	
Total resource flow from ATA unit to other unit[1]	N	55	1	14	2	8	30	
	Mean	13.29	0.00	22.00	39.50	10.12	8.77	None
	S.D.	30.50	–	54.60	36.06	9.59	14.65	
Uniformity of resource flows[2]	N	28	–	7	1	5	15	
	Mean	2.60	–	2.14	5.00	2.20	2.80	None
	S.D.	1.28	–	1.21	–	1.09	1.26	
Frequency of resource flow problems[3]	N	51	1	13	2	6	29	
	Mean	1.90	1.00	2.61	1.50	1.33	1.75	None
	S.D.	1.17	–	1.60	0.70	0.51	0.95	
Extent of resource flow interruptions[4]	N	52	1	14	2	6	29	
	Mean	2.42	1.00	3.07	2.50	1.66	2.31	None
	S.D.	1.31	–	1.38	0.70	0.81	1.31	

[1]Means and S.D. for this linkage variable are in percentages

[2]The scale used was: 1 = Almost all the same each time; 2 = Mostly the same each time; 3 = About half the same each time; 4 = Mostly different each time; 5 = Almost all different each time.

[3]The scale used was: 1 = Not once (in the past 6 months); 2 = One or two times; 3 = About monthly; 4 = About weekly;5 = About daily; 6 = Several times a day.

[4]The scale used for was: 1 = To no extent; 2 = Little extent; 3 = Some extent; 4 = Much extent; 5 = Very great extent.

pairwise relationships. For example, although there was zero interunit resource flow in the ATA-CASS dyad during the 6-month period, there was over 30% resource flow from the ATA units to the AFHSA units and vice versa during the same period.

The extent of the interruptions and problems encountered in the exchange of resources was addressed by the second of the process dimensions subproblems.

Subproblem 8. Variability of resource flows. To what extent were interruptions and problems encountered in the flow of resources between the ATA unit and the stakeholder organization unit in the pairwise relationship?

Variability of resource flows is expressed in terms of the uniformity of the resource flow transactions, the frequency of problems, and the extent of resource flow interruptions. A 5-point scale was used to measure the degree to which the work materials, resources or services were the same each time they were sent to, or received from, the other unit in the relationship. The frequency of occurrence of exceptions or problems in the flows of resources was measured on a 6-point scale. Another 5-point scale was used to measure the extent to which interruptions or delays were encountered in normal flows of resources between the units.

As is shown by the means in Table 6.3, resource flows, for the total sample, were about more than "half the same each time" transacted (2.60). The uniformity of resource flows measure for the single ATA-AFHSA dyad in the analysis (5.00) was noticeably higher than the means of the other dyads. Resource flow problems occurred, overall, about "one or two times" and resource flows were interrupted to "little extent" during the previous 6 months. There were no significant differences in the group means for the resource flow problems and the resource flow interruptions variables.

Information Flows

Interunit communications is a broad concept which includes the *mode, amount, content, direction*, and *ease* of information flows between parties in a dyadic relationship. The subproblem that focused on this broad concept is as follows:

Subproblem 9. Interunit communications. What was the nature of the information flows between the ATA unit and the stakeholder organization unit in the pairwise relationship in terms of the mode, the amount, the content, the direction, and the ease of communication?

A 7-point scale was used to measure the frequency and the method of interunit communication or contact during the previous 6 months. The ease of communication measure was derived from the responses to two questionnaire items which tapped difficulty of getting in touch with, and difficulty in getting ideas across to individuals in the other unit. The 5-point scale which was used for these two items was reversed to indicate ease of communication as is shown in the footnote.

The analysis of variance of the interunit communications components is shown in Table 6.4. For the total sample, the mean responses for communications indicate that, during the previous 6 months, people in the ATA units communicated, or were in contact with, people in the stakeholder organization units "about monthly." Also, approximately 10% of the boundary spanners' working hours were spent on matters directly related to the operations, work, or projects of the other unit in the dyad. Approximately 52% of the communications with the other units were initiated by the ATA, that is, communications were initiated almost equally by the ATA units and the stakeholder organization units.

Ease of communication, overall, was rather high (3.98) which indicates that little difficulty was experienced in making contact with, or in getting ideas clearly across to, individuals in the other unit when communication took place. Overall, face-to-face discussions, and telephone calls occurred "about monthly," whereas written reports were made, and group meetings took place, about a couple of times during the previous 6 months.

A significantly higher percentage of the boundary spanners' working hours were spent in the ATA-ASTA relationship (approximately 19%) than in the ATA-Alberta Education relationship (approximately 7%). Also, the parties in the ATA-ASTA

Table 6.4

Comparative Analysis of ATA-Stakeholder Organization Dyadic Relationships for Interunit Communications

Communications Variable		All ATA-Stakeholder Org (N=55)	1 ATA-CASS (N=1)	2 ATA-ASTA (N=14)	3 ATA-AFHSA (N=2)	4 ATA-Fac of Ed (N=8)	5 ATA-Alta Ed (N=30)	Sig Different Groups
Overall frequency of communications[1]	Mean	2.17	2.50	2.10	2.25	1.75	2.30	None
	S.D.	0.78	–	1.04	0.35	0.59	0.71	
Time spent on other-unit matters[2]	Mean	9.99	7.50	19.82	6.27	4.25	7.26	2-5
	S.D.	13.24	–	21.28	1.73	2.91	7.53	
Communications initiated by ATA unit[2]	Mean	51.83	50.00	53.92	85.00	31.12	52.36	None
	S.D.	26.68	31.86	21.21	16.88	25.61	–	
Ease of communications[3]	Mean	3.98	4.00	3.39	4.62	4.31	4.12	5-2
	S.D.	0.82	–	0.80	0.53	0.25	0.84	
Frequency of written reports[1]	Mean	1.70	2.00	1.57	1.50	2.00	1.70	None
	S.D.	1.37	–	0.85	0.70	1.41	1.62	
Frequency of face-to-face discussions[1]	Mean	2.43	2.00	3.07	1.00	2.37	2.26	None
	S.D.	1.16	–	1.20	0.00	1.06	1.11	
Frequency of telephone calls[1]	Mean	2.45	2,00	2.64	1.50	1.75	2,63	None
	S.D.	1.13	–	1.33	0.70	0.88	1.06	
Frequency of group meetings[1]	Mean	1.52	2.00	2.14	1.00	1.37	1.30	None
	S.D.	1.38	–	1.46	0.00	1.30	1.39	

[1]The scale used was: 0 = Not once (in the past 6 months); 1 = One or two times; 2 = About monthly; 3 = About every 2 weeks; 4 = About weekly; 5 = About daily; 6 = Many times daily.

[2]Means and S.D. are in percentages.

[3]The scale used was: 1 = None; 2 = Little; 3 = Some; 4 = Quite a bit; 5 = Very much.

relationship experienced significantly more difficulty (3.39) in making contact with or in getting ideas clearly across to individuals in the other unit when communication took place than in the ATA-Alberta Education relationships (4.12).

Of note, although not statistically significant, are the extent of communications initiated by the ATA (85%) and the very high ease of communication (4.62) in the ATA-AFHSA relationships. On the other hand, fewest face-to-face discussions took place between the ATA and the AFHSA, that is, only one or two times during the 6-month period.

When the ATA and CASS interviewees were asked to comment on any issue or need that may have prompted more than usual communication between their organizations during the 6-month period, both respondents referred to the establishment of the Council on Alberta Teaching Standards (COATS) as being such an issue. Reference to the "COATS issue" frequently appears in this report, particularly in the section in which the ATA-Alberta Education dyadic relationships and the COATS conflict are examined in depth. The great controversy surrounding the establishment of COATS began with the Minister of Education's announcement in the Legislature on March 29, 1985 and continued unabated between the Minister and the ATA until the announcement of an agreement between the parties was made on June 18, 1985.

David referred to the controversy over COATS as a major concern which caused the CASS Table Officers and the ATA Table Officers to meet almost in "an emergency setting." David cited this issue as one on which CASS could not understand the ATA position. He recalled that, "We urged the ATA executive to reconsider what we felt was an almost militant and political stance without really looking at the possibility of negotiating a common ground." CASS urged the ATA to:

> look beyond the politics of it and at least agree to meet and to consider carefully what the Minister's proposals were, and not simply take a negative or rather political stance. There were some criticisms made, directed right at the Minister, that we felt were of a personal nature.... We just felt that the ATA hadn't examined

> the Minister's proposals or looked for some common ground as carefully as they might have.

CASS felt that there was a breakdown in communications between the Minister of Education and the ATA, and that there was some difference in what CASS was hearing from the Minister and what the ATA was hearing from him. Although the CASS officers perceived a need for clearer communication, they were not suggesting that the Minister, the ATA, and CASS should get together. Rather, they were seeking to remedy the "complete breakdown" in communications by "suggesting to the ATA that they might get together with the Minister and make sure that both sides were getting the clear message of the other's position." David and the other Table Officers felt "that there was just too much politics and negativeness involved." Fortunately, as David indicated, "over the long haul, or over a matter of a few months from that meeting, the matter was resolved amicably between the Minister and the ATA."

Another issue that caused more than usual communication during the preceding 6 months arose from the concern of some teachers regarding the conduct of their superintendent. According to the CASS President, "The ATA executive wanted to let us know about these cases and, say, report what they perceived to be, alleged to be, or might have been, unprofessional conduct on the part of some of our members." The ATA reported to CASS instances of actions of some superintendents which, although within the letter of the law, seemed to be without the spirit of the law. In addition to problems relating to contracts of employment, there were "suggestions that superintendents were using intimidation and being overbearing and harshly critical, and giving teachers a really bad time unnecessarily--that kind of thing." David indicated that, although CASS is:

> a professional organization, it's not in the same way as the ATA is--an organization that disciplines its membership in any way. We don't get involved in that kind of activity. So we felt that it was a matter that the ATA should face head-on with the superintendent as a specific individual involved, and draw these complaints or concerns to his attention and deal with it that way. So we didn't get involved in that particular matter. We did say to the ATA that we didn't really see that as part of our responsibility, or activity.

In response to the interviewer's question on the possibility of more than usual communication happening between the ATA and the ASTA concerning the COATS controversy, Tymko replied in the negative. He reported that the ASTA had put its position on the College of Teachers following which the Minister proposed the Council on Alberta Teaching Standards. The ATA seemed to be of the opinion that the ASTA "had no business dealing with that [COATS] at all." In any case, Tymko thought that the differences that occurred were not really between the ASTA and the ATA but were more "between the parties and the Minister." On the other hand, Michiel recalled that the proposed legislation on the School Act and COATS caused more frequent contact between the ATA and the AFHSA roughly during the period covered by the study.

During an interview Almberg indicated that if she had a problem, she would not hesitate to discuss it with Keeler, Hrynyk or Lyall (a member of the Communications Unit). She has had no difficulty in communicating or getting advice from these people. She felt that she could "pick up the phone and ask them any question and they will give me the Alberta teachers' viewpoint, their perspective." She has also been able to obtain information on the points of view of other organizations, for example, the Ontario teachers' organization(s). Almberg regretted that a lack of financial resources precluded the hiring of more than one part-time person to staff the AFHSA central office in Calgary with the result that communication has often been impeded. She regretted that the Federation had lost some credibility and had received much adverse criticism from the ATA, the ASTA and "other organizations in education" due to the Federation officers' unavailability for consultation and comment on urgent, important matters. She recognized the need for their central office to be open outside of school hours, for example, to enable teachers and principals who are busy during school hours to make contact with them. However, as Almberg stated, "There's just so much work. We do not have the type of a budget where we can have the full amount of staff that we need, and do our work as a representative of the public."

Summary

The analysis of the data gathered to provide answers to the questions posed in Subproblems 7, 8 and 9 provides a basis for drawing conclusions about the process dimensions of the ATA-Stakeholder Organization relationships. As the data indicate, overall, the flows of resources were almost equal in each direction, and the resources were "about half the same each time" transacted. There were few problems or interruptions encountered in the flows of resources from one unit to the other. Communication or contact between the units was "about monthly." Overall, approximately 10% of the boundary spanners working hours were spent on matters directly related to the operations, work or projects of the other unit. Communications were initiated almost equally by the ATA and other units and little difficulty was experienced in making contact or getting ideas clearly across to the other parties. Each of the four methods of communication took place about monthly.

The analysis showed significant differences on only two of the 13 process dimension variables. The ATA-ASTA and ATA-Alberta Education group means were significantly different on these two variables. The quantitative analysis showed that the least difficulty was experienced in communications between the ATA and the AFHSA, and the interview data seemed to provide support for this finding.

The two matters that were reported as having prompted more than usual communications between the ATA and CASS were, the allegations made by some teachers of unprofessional conduct on the part of their superintendents and the conflict that raged between the ATA and the Minister of Education resulting from the Minister's establishment of COATS. The COATS controversy reportedly caused more than usual communication between the ATA and the AFHSA but not between the ATA and the ASTA.

STRUCTURAL DIMENSIONS

The structural dimensions of an interunit relationship are considered to comprise formalization and the distribution of influence within the relationship. Formalization is a measure of the degree to which the relationship is mandated, clearly specified, and standardized (i.e., standard operating procedures established, and formal channels followed). Interunit influence refers to ability of the ATA unit to change or affect the internal operations of the stakeholder organization unit and vice versa. The *distribution* of influence provides a measure of the extent to which one of the units in the dyad may exert more influence than the other.

The following subproblems were formulated to address the two components of structure.

Subproblem 10. Formalization of interunit relationship. To what degree were the role behavior and activities of the ATA unit and the stakeholder organization unit in the pairwise relationship mandated, clearly specified, and standardized?

A 5-point scale was used to measure the extent of the formalization of the relationships between the ATA and the other stakeholder organizations.

Table 6.5 shows the results of the analysis of variance of the structural dimension responses for the five groups of dyads. For the total sample, the means of the responses for formalization of relationship indicates that the ATA-Stakeholder Organization relationships were mandated, clearly specified, and standardized to about "some extent" (2.62). The degree of formalization was significantly higher in the ATA-ASTA relationships (3.17) than in the ATA-Alberta Education relationships (2.31). Although not significant, the structural dimensions of the ATA-CASS relationships appear rather different from those of the other dyadic relationships, particularly those of the ATA-AFHSA relationships.

Table 6.5

Comparative Analysis of ATA-Stakeholder Organization Dyadic Relationships for Structural Dimensions

Structural Dimension		All ATA-Stakeholder Org (N=55)	1 ATA-CASS (N=1)	2 ATA-ASTA (N=14)	3 ATA-AFHSA (N=2)	4 ATA-Fac of Ed (N=8)	5 ATA-Alta Ed (N=30)	Sig Different Groups
Formalization of relationship[1]	Mean	**2.62**	**2.10**	**3.17**	**3.11**	**2.80**	**2.31**	**2-5**
	S.D.	0.84	–	1.00	0.01	0.88	0.63	
ATA unit influence on other unit[2]	Mean	**2.06**	**1.25**	**2.11**	**3.12**	**2.25**	**1.94**	None
	S.D.	0.64	–	0.87	0.17	0.46	0.51	
Other unit influence on ATA unit[2]	Mean	**2.02**	**1.25**	**2.05**	**2.62**	**2.03**	**2.00**	None
	S.D.	0.66	–	0.75	0.17	0.57	0.67	
Total amount of influence[3]	Mean	**8.11**	**5.00**	**8.10**	**11.50**	**8.56**	**7.88**	None
	S.D.	2.41	–	3.27	0.00	1.93	1.99	
Distribution of influence[4]	Mean	**0.00**	**0.00**	**-0.08**	**0.50**	**0.21**	**-0.05**	None
	S.D	0.60	–	0.61	0.35	0.38	0.66	

[1]The scale used was: 1 = To no extent; 2 = Little extent; 3 = Some extent; 4 = Considerable extent; 5 = Great extent.

[2]The scale used was: 1 = None; 2 = Little; 3 = Some; 4 = Quite a bit; 5 = Very much.

[3]No scale: Sum of four interunit influence questionnaire Linkage Variable scores.

[4]A positive mean indicates the net amount of ATA unit influence over the other unit. A negative mean indicates the net amount of other-unit influence over the ATA unit. Zero indicates a balanced distribution of influence.

Subproblem 11. Interunit influence. Generally, to what degree was each unit in the pairwise relationship able to change or affect the internal operations of the other unit? Specifically, what was (a) the extent of the influence of the ATA unit over the stakeholder organization unit, (b) the extent of the influence of the stakeholder organization unit over the ATA unit, (c) the total amount of influence in the pairwise relationship, and (d) the distribution of influence in the pairwise relationship?

The extent of the influence of one unit on the other unit in the pairwise relationships was measured on a 5-point scale. The total amount of influence was obtained by aggregating the responses to the four questionnaire items from which the extent of influence measures were derived. The distribution of influence between the ATA and the stakeholder organization unit is the difference of the two measures of interunit influence. A positive mean indicates the extent to which the ATA exerted the greater influence over the stakeholder organization unit and a negative mean indicates the extent to which the stakeholder organization unit exerted the greater influence over the ATA unit. Zero indicates a balanced distribution of influence between the units in the relationship.

For the total sample, the mean of the responses in Table 6.5 indicates that influence by one unit on the other unit in the relationship was to only a "little" extent with the result that the total amount of influence in the pairwise relationship was correspondingly small (8.11 of a possible 20.00). The distribution of influence measure of zero indicates that, overall, there was balanced influence between the ATA units and the stakeholder organization units in the dyadic relationships.

During the interview, Tymko reported that he was unaware of the extent to which the terms of the ASTA-ATA relationship had been explicitly verbalized, discussed or written down in detail. Although both associations "verbalize to a great extent--all the time," he knew of no written specification of the terms of the interrelationship. He believed that the ATA had no say or influence on the internal operations of the ASTA, or vice versa. He did, however, feel that within recent months, the ASTA had changed or

influenced the services or operations of the ATA "to some extent." The only indicators that he had of this influence were gleaned from ATA publications, for example, *The ATA News*. He suggested that:

> If you watch *The ATA News*, take a look at the target group, be it in its editorial section, or its editorial cartoon section. There is some emphasis on poking at the ASTA as the end-resource group. So, in that sense, those are the indicators I've seen, of the ASTA as sort of "sticking in their craw."

On the other hand, Keeler expressed the belief that the ATA had influenced considerably the development of the ASTA which had become:

> the relatively competent organization that it is because of us. We've made them what they are today. If we were weak, inefficient and nonexistent, they wouldn't need to be nearly as good as they are, because they have essentially grown in reaction to what the Alberta Teachers' Association has been doing.

Also, Keeler expressed the opinion that up until very recently almost all of the developments in the organization and administration of the ASTA, as an organization, have been moving in directions in which the ATA had already moved. Although he did not wish to imply that the ASTA were just copying what the ATA did, it sometimes seemed to be so. He stated, "Even such trivial things as the organization of their handbook for their annual meeting looks like ours." On the other hand, he conceded that, "Maybe it's just coincidence that they've discovered the same truth that we have about what works."

Summary

The analysis of variance of the questionnaire data and the interview data provide a basis for drawing conclusions regarding the nature of the structural dimensions of the relationships. Overall, the ATA-Stakeholder Organization relationships were formalized to a moderate extent. The little amount of influence was exerted equally by the units in the dyads. The relationships between the ATA and the ASTA were significantly more formalized than the ATA-Alberta Education relationships. There were no statistically significant differences on the other structural dimension variables. The ATA interviewee

expressed the opinion that, over the years, the Association had considerably influenced the organizational development of the ASTA.

CONFLICT AND RESOLUTION OF CONFLICT

Addressed in the first part of this section, is the subproblem that focused in a quantitative way on the matter of resolution of conflict, specifically during the previous 6-month period. Presented in the second part of the section is information obtained from interviews regarding conflicts which arose between the parties in the ATA-Stakeholder Organization relationships and of the manner in which these conflicts were resolved.

Subproblem 12. Extent and methods of conflict resolution. Generally, to what extent did the ATA unit and the stakeholder organization unit resolve conflict between them? Specifically, to what extent were conflicts resolved by (a) avoiding the issues, (b) smoothing over the issues, (c) openly confronting the issues, and (d) resorting to the hierarchy?

Five-point scales were used to measure the extent of conflict and the extent to which specific methods were used to resolve conflicts. The findings of the analysis of variance of extent of conflict resolution and methods of conflict resolution are presented in Table 6.6. Within the total sample, conflict was perceived to have been resolved "adequately." The parties in the ATA-Faculties of Education relationships resolved conflict to a significantly higher degree (4.75) than did their counterparts in both the ATA-ASTA (2.46) and the ATA-Alberta Education relationships (3.40). Conflict was also resolved to a significantly higher degree by the boundary spanners in the ATA-Alberta Education relationships (3.40) than by their ATA-ASTA counterparts (2.46). The most frequently employed method of resolution, "by openly confronting the issues," was used "about half the time" (3.42). The three other methods of resolution of conflict were "seldom" employed. There were no significant differences among the groups for the four modes of resolution of conflict.

Table 6.6

Comparative Analysis of ATA-Stakeholder Organization Dyadic Relationships for Resolution of Conflict

Res of Conflict Variable		All ATA-Stakeholder Org	1 ATA-CASS	2 ATA-ASTA	3 ATA-AFHSA	4 ATA-Fac of Ed	5 ATA-Alta Ed	Sig Different Groups
Extent of conflict resolution[1]	N	55	1	14	2	8	30	
	Mean	3.38	3.00	2.46	4.25	4.75	3.40	4-2, 4-5
	S.D.	1.16	–	0.77	0.35	0.37	1.11	5-2
Conflict resolution by avoiding issues[2]	N	40	–	14	1	6	19	
	Mean	1.67	–	2.07	1.00	1.16	1.57	None
	S.D.	0.99	–	1.26	–	0.40	0.83	
Conflict resolution by smoothing over issues[2]	N	40	–	14	1	6	19	
	Mean	2.10	–	1.78	5.00	2.33	2.10	None
	S.D.	1.19	–	0.89	–	1.50	1.14	
Conflict resolution by confronting issues[2]	N	40	–	14	1	6	19	
	Mean	3.42	–	2.57	5.00	4.00	3.78	None
	S.D.	1.61	–	1.45	–	1.67	1.54	
Conflict resolution by hierarchy[2]	N	32	–	11	–	5	16	
	Mean	1.78	–	1.45	–	2.80	1.68	None
	S.D.	1.31	–	1.03	–	2.04	1.13	

[1]The scale used was: 1 = Very poorly; 2 = Poorly; 3 = Adequately; 4 = Quite well; 5 = Very well.

[2]The scale used was: 1 = Almost never; 2 = Seldom; 3 = About half the time; 4 = Often; 5 = Almost always.

Conflict Between ATA and CASS

In responding to a question of the interviewer concerning possible instances of conflict between the ATA and CASS, neither David nor Michiel could recall any situation where, in an organizational sense, they had been in conflict with one another. However, Michiel referred to some differences of opinion concerning proposed schemes of evaluation of teachers which would involve school principals and superintendents, the competence or the conduct of individual teachers, and transfers of teachers or terminations of contracts. As these are differences relating more to individuals than to the two organizations, she doubted that the situations would "lead to any kind of conflict" between CASS and the ATA at the organizational level.

Although David recalled instances of differences of opinion or different positions on some issues, he thought that these differences had not "led to any kind of expression of open conflict" and could not recall CASS officially criticizing the ATA publicly, or vice versa. He believed that such lack of conflict may, in part, be due to the ATA's viewing CASS as "a kind of benign organization and not one of any great threat to them." It appeared to David that the ATA tendencies toward conflict had been directed more to the Alberta School Trustees' Association than to CASS (a situation preferred by CASS). The position of CASS is not to become involved in public debate which is "best left to the ATA and the ASTA." CASS should present its position and "then leave it at that, not have that exacerbated into conflict."

Conflict Between ATA and AFHSA

Michiel stated that she was unable to recall any specific issues or events that had caused real conflict between, or had separated, the ATA and the AFHSA. She mentioned, however, that at a recent joint meeting of Table Officers, certain "minor differences" came to the surface in which the Federation expressed positions that were

contrary to ATA policy. For example, differences of opinion were expressed concerning the role of patriotic exercises and religious observance in schools. The AFHSA view was that children would be better citizens if they saluted the flag and recited the Lord's prayer on a daily basis. On the other hand, the ATA view was that:

> those sorts of values--for country and God and all the good values--can be presented in school in the lessons by the living examples of the teachers, for instance, and not in a separated little part of the first of the day where you have to go through the ritual of the Lord's Prayer or something like that.

The ATA also maintained that, since students come from many different religious and cultural backgrounds, it would not be right to emphasize the Christian point of view above others as such a practice might alienate some of the non-Christian students. As a result of discussing these minor differences of opinion, a better understanding was reached of the positions of the two organizations on this issue.

Although Almberg could not recall a time when the relationship was not cooperative, she acknowledged that there were times when definitely different views or opinions were expressed on political issues such as teacher strikes. Here, again, the discussions and airing of concerns helped to reestablish an open relationship. She also recalled that sex education in the schools was a "fairly trying issue" which provoked a great deal of discussion and consternation. Almberg, in reporting how the issue was dealt with stated, "Basically, what happened was they said, 'O.K, we've listened, you've listened, we don't agree, and we'll agree to this only.' And that's how they handled it."

Conflict Between ATA and ASTA

Keeler referred to the teacher qualifications evaluation dispute of 1966-67 when, "the ASTA went so far as to publish a pamphlet accusing the Alberta Teachers' Association of attempting to take over education and essentially calling on citizens to arm themselves against this invasion." In the end, the conflict was resolved in the fall of 1967 in the establishment of the Teacher Salary Qualifications Board [TSQB] memorandum of agreement and "all hatchets were buried at that point." Keeler described how

personalities had been influential in the resolution of this conflict. A significant event was the change of presidents which occurred between the publication of the pamphlet "warning the world of the ATA's takeover" and the memorandum of agreement which was reached, subsequently. Mr. Gunnar Wahlstrom, who was President at the beginning of the conflict, and Dr. Ted Smith who succeeded him, had "totally different concepts of the world in general and of this particular issue." The new President, "a significant factor," played a major role in the series of meetings that defused the conflict. Another significant factor was the particular personality of the then Minister of Education [Randy Mackinnon] who became personally involved in these meetings. In Keeler's opinion, the resolution of the problem was beneficial to all concerned because an orderly system of evaluating teacher qualifications for salary purposes was established. This system enabled school boards to pay teachers "without setting up a bunch of little bureaucracies and having boards, in fact, bid for teachers against one another by virtue of what evaluation they would give."

In reflecting on disagreements or disputes that had occurred during the 6-month period covered by the questionnaires, Tymko reported that disagreements or disputes between the people in the ASTA unit and the ATA unit occurred "about once a month." These differences, generally, related to "finance and/or benefits that would accrue to the teachers." He gave the example of the Initiation to Teaching Project where "there were understandings at the beginning of the project, clearly outlined in written form, and yet as the project got underway, there was continual pressure for benefits to accrue to the teachers in spite of the written understandings."

Regarding the ongoing state of ASTA-ATA relationships, Tymko referred to some general concern on the part of the ASTA members who tend to ask the question, "Why must we always be in some controversial or some adversarial mode with the Alberta Teachers' Association?" However, as a result of their interaction with the ATA--the organization as distinct from the teacher members--they come to the conclusion that it is in

the nature of the organization to be constantly pressing for more money for their members. As Tymko stated, "No matter which position they [ATA] take, the end point is always more money, and the trustees see it as more money in the teachers' pockets, never looking at what good it would do for education or what the outputs are. It's very immediate, it's economic benefits for the teachers." Consequently, the trustees come to understand why there is so much controversy in their relationship with the ATA.

At the time of the interview, Tymko expressed the view that differences between the two organizations were worked out only in a very superficial sense. Frequently, understandings are reached between the ATA and the ASTA on particular issues, but "lo and behold, when the rubber hits the road, ... when commitments have to be made," the seeming understandings are themselves matters of dispute and the original differences come up again.

In emphasizing the need for cooperation and avoidance of public confrontation, Keeler remarked, "We preach at one another in public that we ought to cooperate--that, after all, we're both working for the good of children--and that is true." In fact, when both organizations deal with policy issues they try to follow a "guiding principle" which is that a policy should have a beneficial effect in the classroom. There are other guiding principles of a self-interest type which often produce confrontation or, at least, a difference of opinion. Keeler stated that such differences of opinion are best discussed within the committee rooms and the consultative process whereby compromise may be reached. He stated that the net effect of public controversy between the ATA and the ASTA is "lowered public support for education." Further, as the public is not going to rise up and say, "Yes, you are right," or, "Yes, the other people are right," public controversy does not even provide an arbitration level. There being no benefit and perhaps detriment from controversy in public, neither organization should seek such public controversy. Yet, Keeler admitted that, if one organization starts such public argument, the other is inevitably provoked. "It can't go unnoticed. Membership

expectations, if nothing else, require a response. So, the simplest way to avoid these things is not to begin." He was pleased that, at the time of the interview, both organizations seemed to be unwilling to enter into controversy in public and hoped that such a state of affairs would continue indefinitely.

Tymko, also, would like to see more cooperation between the two organizations. Although he was satisfied "to some extent" with the relationship, he believed that some improvement could be made which may mean "a long road to be taken." However, in his opinion a fundamental problem arises "from economic bases" because the ATA, unlike the ASTA, is primarily concerned with the economic welfare of its members. The ASTA would like to cooperate with the ATA by going forward together on the matter of funding of education, but Tymko indicated that whenever such a move is made and any economic resources are gained, then the ATA demand is made for those resources to be put into the salary grid.

One particular action, according to Tymko, that might improve the relationship between the two organizations is the mutual support and advocacy of public education out in the public domain. As the public perceives the ATA and ASTA as the "bad boys" during collective bargaining, if they were ever to "go forward arm in arm with respect to public education" the public image of the ATA and the ASTA would likely be enhanced.

Conflict Between ATA and Faculties of Education

Dean Patterson stated that the area in which conflict between the ATA and the Faculties of Education was likely to surface, was that of the practicum where the ATA often becomes more concerned with some of the monetary considerations than does the Faculty. He cited the occasion when the Edmonton regional authorities of the ATA took a much more militant stance on the size of the honorarium for their teachers than did the Faculty. Patterson related that the ATA Provincial Executive stepped in, largely through the efforts of Executive Secretary Keeler, and helped the Faculty gain the access to the

classrooms that their student teachers needed. Fortunately, the positive, cooperative relationship at the inter-institutional level was instrumental in the resolution of this conflict. However, Patterson felt that, by intervening in such a fashion, Keeler:

> put himself on the line with the organization [ATA] and he has felt the need to try to promote or increase the size of the grant through the Minister of Advanced Education. Hence, when he meets regularly with the Deans of Education each year, on that subject he has often found himself arguing for an increase in the size of the grant, whereas the Deans of Education are much less inclined to fight for that.

Consequently, in the area of the practicum, Patterson thought that the ATA sometimes regarded the Faculty "as being a barrier to important possible gains." He believed that the nature of the participation of the profession in the activities of the practicum and the appropriateness of the remuneration would always be the most difficult issue for these practicum partners to resolve. Part of the dilemma, as Patterson saw it, is that interaction occurs "executive to executive" but there are so many people in "the rank-and-file" of both institutions who do not necessarily share the official view. On the one hand, many people within the Faculty might be very supportive of an ATA position but might differ with the Dean. On the other hand, however, there could be as many people in the school systems who might be happy to participate in the practicum the way that the Dean would prefer, rather than be in agreement with ATA policy on the issue. The challenge facing the two organizations, as perceived by Patterson, "is the way of educating one another at the executive level so there is greater commonality of perspective and a better understanding of these ideas among the membership of the profession and of the Faculty."

In Patterson's opinion, the crisis concerning the practicum, when it occurred in the mid 70s, in terms of the way in which it was introduced, could have been rather destructive of the relationship between the two partner organizations. However, given the way the matter was handled, there resulted an outcome which brought both organizations closer together. Patterson viewed the practicum situation as being somewhat akin to a crisis in a friendship or in a marital relationship in which the problems

having been identified may cause the parties to come together and say, "Do we regard our relationship as sufficient and important that we want to do something to overcome this, or do we want to view this as an excuse to widen the breach and go our separate ways?" He was of the opinion that the two parties in the practicum crisis considered it far more important for them to be seen as partners and to be cooperative in the relationship. They then sought a way of making the best of a negative situation so that a more effective relationship could be established.

The Faculty had to assess the degree to which it really was engaged in a partnership activity within which the ATA was being given the opportunity to make its contribution. So, an examination was made of the extent of ATA representation on Faculty councils and key committees, and of other opportunities for sharing or exchanging of ideas. Shortly thereafter, provision was made, for example, to ensure adequate ATA representation on the Faculty of Education Council, membership on the key curriculum committees, and to hold at least one meeting annually of the ATA Table Officers and the Chairmen and Deans of the faculties. By such means, some formal, visible assurance was given that what both the ATA and the Faculty believed in was going to take place.

Patterson anticipated that the introduction of the Initiation to Teaching Project would likely be an extension of "the practicum issue" in that, as the details of the Project were developed and put in place, the ATA would likely be much more interested in the description of duties and the monetary rewards than would be the faculties of education. Although he acknowledged that these matters are very important to the teachers' association, the faculties of education have difficulty at times in understanding or appreciating why they would be so important. The faculties "might be much more inclined to look at some of the program features and how to get the quality of experience and personnel in that program."

At the time of the interview, not much communication had taken place between the Faculty and the ATA concerning the Initiation to Teaching Project partly because of the

way the government had proceeded on it. Although, much of the discussions occurred within committees that were set by the government, Patterson recalled one or two telephone conversations which he had with Hrynyk about different perspectives that were important to one or both parties in the relationship. During these conversations, Hrynyk, who was the main ATA representative on the committee, sought to explain to Patterson why certain matters were critical from the ATA standpoint. Patterson viewed this exchange as another indication of the parties' desire to understand one another's perspectives without using the interchange "as an occasion to coalesce on a certain stance." Hrynyk reported that, although the University had no real role in the project because it was a post-preparation activity, the Faculty was prepared to help in any way it could.

Hrynyk could not recall an instance in recent years in which there was reason for conflict with any of the deans of the faculties of education. He did recall an issue of several years past where he had to pursue, on behalf of his organization, a course of action that ran counter to his personal beliefs. In this instance, the ATA was very supportive of the Universities' efforts toward the development of graduate programs in education and held very high expectations on how this would benefit and enhance the teaching profession. On the other hand, during the late 1960s and early 1970s, many teachers began to look on the graduate programs as a way of gaining increments on the salary scale and felt that residence requirements, thesis requirements, and the lack of availability of courses in their own communities stood in the way of such salary advancement and increased financial demands of graduate study. Consequently, the ATA membership, by resolution at several Annual Representative Assemblies, called for graduate programs which did not require thesis or residence. These demands were made much sooner than the University was able or willing to respond to them.

Hrynyk reported that many ATA officials, including himself, did not agree with the resolutions coming out of the ARA but, nevertheless, presented them rather vigorously to

the Faculties. As an individual, Hrynyk agreed with his University counterparts that the request was impractical for several seemingly sound reasons; however, as an employee of the ATA, he pursued the members' demands. Thus, he found himself at odds with the Faculties on a matter on which his personal beliefs were in agreement.

In the end, "the old arguments," such as library availability, and the value of the in-residence experience were to no avail. The fact of the matter was that teachers simply wanted their opportunities closer to home, and believed that it was possible to provide them at a convenient time. In time, the Universities resolved the conflict by implementing the desired types of graduate programs.

Although, in Patterson's judgment, the relationship was generally cooperative, there had been some instances where the ATA and the Faculty had differed on particular issues, but in the main, they "have been able to sit down and discuss and arrive at agreements." For example, Patterson recalled the occasion when the Minister of Education asked the Deans of Education to prepare a paper on teacher education for the future. As the request from the Minister came specifically to the Deans, they did not discuss it with their own faculties, with the ATA, the ASTA, or anyone else. Patterson remembered that, "When the paper eventually surfaced, the ATA was somewhat offended and angered by the fact that we had not consulted them." Of particular annoyance to the ATA was that the Deans had made "a couple of recommendations that were quite contentious as far as they were concerned." It seemed to the ATA that this type of action was out of character with the partnership that had been developing between the two organizations. However, the Deans felt that as "there were instances where the ATA takes a stance where they don't necessarily consult with us...the Deans were in a position to do a similar thing" in this case.

Hrynyk referred to the cooperative spirit that was in evidence even during this matter in which there were differences of positions. Although the Deans' Paper on teacher education had been prepared by the three Deans as individuals and not on behalf

of the Faculties of Education, the Deans and Department provided copies of the paper to the ATA for reaction and suggestion. Despite the points of disagreement over the paper, neither the Dean at the University of Alberta, particularly, nor the ATA "thought that we ought to have a fight" about the differences. According to Hrynyk, "the Deans listened to our point of view and we listened to them explain what they thought. In further drafts of the paper the Deans changed some statements but retained most of the original."

Patterson recalled that several years previously the Faculty wanted to develop a special program that would permit native people to go out into the schools to teach on a provisional certificate without having completed the degree program. The ATA saw such a move as retrograde because they "had fought long and hard, along with the faculties, to get a 4-year degree as the minimum qualification." However, by means of discussions with the Faculty, the ATA came to endorse the proposal and its representative was appointed as a member of the committee responsible for the special program. The ATA became a strong supporter of both the program and the subsequent upgrading of the "qualifications and the requirements for the program over a period of three different cycles."

With regard to the COATS controversy, Hrynyk stated that the ATA reported the developments to the Faculty of Education Councils and Deans and requested that, if the occasion arose, they provide "the kind of support that they felt could provide." The ATA adopted similar procedures over the *Teaching Profession Act*, explaining the Association's stance and how the Act involved the Faculties.

According to Patterson, the relationship has been generally cooperative, not without instances of disagreement, but one in which both sides "work very hard to maintain that spirit of cooperation." Hrynyk concurred with Patterson and expressed the view that the prevailing state of the relationship was "amicable, cooperative and without tension or basic disagreement." Nevertheless, he believed that there was a continuing problem with an "outfit" like the University of Alberta Faculty of Education. Although the Dean can

speak for the Faculty, "it is not a monolithic body, it does not act monolithically. Individual faculty members go off in their own directions with their ideas." He felt that, "Despite the friendly, cooperative atmosphere, there are many individual professors whose attitude toward the organization--The Alberta Teachers' Association--is negative.

Conflict Between ATA and Alberta Education

Both Thomas and Bosetti cited the reintroduction of Grade 12 provincial examinations as an event that had created an adversarial relationship between the ATA and Alberta Education. Thomas recalled that when the Department abolished the Grade 12 examinations more than a decade previously, the ATA viewed the action as a positive step by a Department taking the lead in education. However, according to Thomas:

> as time passed and they began to think that there was mark inflation and that people were not being treated equally, it was very successfully turned against the teachers. They were blamed as the ones who had successfully abolished exams; the ones who were doing the mark inflating; the ones who were not living up to the ideals of the population.

Thomas indicated that, during the time of the reintroduction of the Departmental examinations, there was opposition by the ATA largely because their members believed that the kind of evaluation that they did on an on-going basis constituted a good evaluation. However, as she recalled, "that whole situation did develop into a very adversarial kind of thing, and I think that teachers took a lot of unnecessary flak." Bosetti recalled that the reintroduction of Grade 12 Diploma Examinations was probably the closest time that the Department and the ATA came to being somewhat at variance. As he recalled, "The ATA's initial position was that it didn't want to hand in the teacher marks, but eventually, and without great battle on it, they came around to accepting, somewhat grudgingly, the proposal that we had formed."

Thomas acknowledged that there had been conflicts in the past but they had been, "resolved by people who are going to reason together and make compromises to get the job done." She referred to the early work on a new *Teaching Profession Act* which had

begun around 1978/79. She believed that the very cooperative efforts of the interdepartmental committee had attempted to meet the needs of the public, the Department representing the government, and the Association. The work of this committee, "was done with a lot of goodwill--a good cooperative effort. It was only when the Minister, himself, chose to get involved that things became more difficult, more confrontational, and more adversarial." Thomas recalled that when a draft of a new *Teaching Profession Act* was presented to the ATA in the spring of 1980, it was presented as "the way that it was going to be." There was no possibility for the ATA to explain their position, to seek changes, or to reach a compromise. She expressed her opinion that, "It is that way of doing things which says that no compromise is possible, that brings about conflict and confrontation."

Although Bosetti was not Deputy Minister at the time, in referring to this conflict over the *Teaching Profession Act*, he recalled that:

> the first poisoning, if you like, of the waters, occurred [when the] government hoped to introduce a new *Teaching Profession Act* and the teachers became very, very much upset and conducted a write-in campaign which caused an abandonment of that particular Act in Caucus.

However, Bosetti recalled that, subsequently, (during the period 1980 to 1982) there had been a fairly good relationship between the two organizations as they negotiated and made promises to work together on the development of a new *Teaching Profession Act.*

Both Thomas and Bosetti recalled a situation similar to that of the 1980 confrontation that created a great deal of controversy--the Minister's efforts in the spring of 1985 to establish the the Council on Alberta Teaching Standards (COATS). As Thomas remembered:

> We were presented with the material--I had seen the original material ahead of time, the Minister showed it to me over supper one night--and I told him at that time all the things that I could see wrong with what he was proposing. I talked to him on the telephone on at least three other occasions, then met with him on two other occasions, and even once presented him with a handwritten list of all of the things that I could see as wrong with what he was proposing. And he still went ahead with what he said he was going to do, even though there were very, very strong indications that it would cause lots of political trouble, shall I say.

In Bosetti's opinion this "real conflict," this "political battle," was between the Minister and the ATA, not so much between the Department of Education and the ATA. "Essentially, the Minister took the position, and said, 'This is what I'm going to do,' and the ATA tried to stop it. It was their trying to stop it which gave the thing the semblance of a battle."

Some indication of the sequence of events may be obtained from the headlines of *The ATA News*, an official publication of the ATA. Beginning with a special edition on April 3, 1985, the matter of COATS was predominant in each edition of the newspaper during the battle. The following front-page headlines indicate some of the tactics employed by the belligerents.

King sidesteps teachers' Association	(April 3, 1985)
King's strategy to bypass ATA revealed	(April 10, 1985)
COATS leaves ARA delegates cold	(April 29, 1985)
King proceeding with COATS	(May 13, 1985)
ATA refuses participation in COATS	(June 3, 1985)

Despite the bitterness engendered during the conflict, the ATA now supports in principle the formation of COATS and its operation. The support of the ATA was obtained as a result of a memorandum of agreement which was the outcome of a meeting between Bosetti and Keeler, then Executive Secretary of the ATA. Details of the agreement are contained in *Alberta Education News Release*: *June 18, 1985*. The essential features of the announcement by Education Minister King and ATA President Thomas include the ATA's withdrawing its opposition in principle to the establishment of COATS and its agreeing to name a member to the Council. Also, work was to resume on the development of a new *Teaching Profession Act*, beginning with "the elaboration of principles by representatives of the Minister and the ATA working together." These principles, once developed, would be available for public comment. It was agreed that two of the principles that would be recommended for public comment are (a) that the ATA

will continue as a unitary organization and, (b) that the work of COATS will be incorporated into it.

In the news release, both King and Thomas expressed the hope that the agreement would mark a general improvement in relations between the two organizations "in the interests of the children of Alberta." Thomas emphasized that both the ATA and the Minister "have common objectives, including the provision of an effective long-term mechanism for ensuring that any incompetent teachers are not permitted to remain in Alberta classrooms." King expressed satisfaction that the ATA, "despite its misgivings about structure, now finds it possible to cooperate in this effort." Three days later, King announced the establishment and membership of COATS which commenced operation on July 1, 1985.

The battle over COATS, in Bosetti's opinion, has had some devastating effects on the ATA-Alberta Education relationships. In his opinion, "there is going to be, for some years, a considerable amount of suspicion in the teaching profession with respect to anything that we do on professional matters."

Thomas held the view that there had been only a temporary cessation of hostilities. As she reported:

> There has, in truth, only been a temporary resolution of the business of COATS...because the end result...the resolution will have to be through a proper *Teaching Profession Act* that must be a piece of legislation that meets with the approval of the government and the profession that it concerns.

She expressed unhappiness at the prevailing lack of cooperation and the seeking of confrontation at the upper levels and looked forward to the time when"...from Minister and President right through both of the organizations, [there would be] full cooperation."

Summary

The analysis of the questionnaire and interview data provide a basis for drawing conclusions regarding the resolution of conflict during the previous 6-month period, as well as the nature of conflict and the manner of its resolution over time.

During the previous 6 months, overall, conflicts were resolved adequately. The method of conflict most frequently used was that of openly confronting the issues. Conflicts were seldom resolved by avoiding or smoothing over the issues or by resorting to the hierarchy. Conflicts in the ATA-Faculties of Education relationships were resolved very well, but were poorly resolved between the parties in the ATA-ASTA relationships. Both of the interviewees who responded in terms of the ATA-AFHSA relationship reported that conflict between their organizations seldom occurred and had been of minor proportions. However, the comments of the ATA and ASTA key representatives seemed to suggest that conflict was inherent in the nature of their relationships. Conflict between these two organizations had frequently occurred and had been of major dimensions.

With regard to the ATA-Faculties of Education relationship, an area in which conflict has arisen and appears to have the potential for further conflict is that of the teaching practicum. However, because of the cooperative, positive relationships that seemed to exist at the upper inter-institutional levels, conflicts in such an area seemed likely to be resolved.

EFFECTIVENESS OF RELATIONSHIPS

Presented in the first part of this section is the subproblem that addresses the effectiveness of the relationships during the previous 6 months. Presented subsequently, are details regarding the effectiveness of the relationships which were obtained during interviews with key personnel of the ATA and the other stakeholder organizations.

Subproblem 13. Perceived effectiveness of interunit relationship. To what extent did the boundary spanners in the ATA unit and the stakeholder organization unit subjectively believe that each unit carried out its commitment, and felt that their relationship was productive, worthwhile, satisfying, and equitable?

The questionnaire respondents expressed their perceptions of the effectiveness of the relationships during the previous 6 months in terms of a 5-point scale. As is indicated

by the means in Table 6.7, for the total sample, the boundary spanners perceived the ATA-Stakeholder Organization relationships to be effective to approximately "some extent" (3.36). The ATA-CASS mean was lowest (2.67) and the ATA-AFHSA mean was highest (4.25). However, likely because there was only one ATA-CASS dyad and two ATA-AFHSA dyads, the analysis of variance showed that the degrees of effectiveness of these two types of dyads were not significantly different. On the other hand, the ATA-ASTA mean indicated that the relationships were significantly less effective (2.81) than the ATA-AFHSA (4.25), ATA-Faculties of Education (3.88), and the ATA-Alberta Education (3.45) relationships.

Since efforts were made during the interviews to explore variations in the level of effectiveness over time, the time frame was not restricted to the 6-month period addressed by Subproblem 13. The key representatives were asked by the interviewer to indicate the occasions of the highest point, the lowest point, and the current level of effectiveness and to rate each of these occasions on a scale of one (lowest) to ten (highest).

Table 6.7

Comparative Analysis of ATA-Stakeholder Organization Dyadic Relationships for Perceived Effectiveness

Effectiveness Variable		All ATA-Stakeholder Org	1 ATA-CASS	2 ATA-ASTA	3 ATA-AFHSA	4 ATA-Fac of Ed	5 ATA-Alta Ed	Sig Different Groups
Perceived effectiveness	N	55	1	14	2	8	30	
	Mean	3.36	2.67	2.81	4.25	3.88	3.45	3-2, 4-2, 5-2
	S.D.	0.70	–	0.67	0.11	0.48	0.59	

The scale used was: 1 = To no extent; 2 = Little extent; 3 = Some extent; 4 = Considerable extent; 5 = Great extent.

The following assessments of effectiveness are based on the responses of the selected key stakeholder organization personnel.

Effectiveness of ATA-CASS Relationship

When David was asked to indicate any events that had tended to make the relationship more effective or less effective, he recalled that when Nadene Thomas became President of the ATA, it was "like a breath of fresh air." Her very positive attitude really made a difference and seemed to raise the level of effectiveness of the relationship between the ATA and CASS. Unfortunately, the positive effect of this event of "most significance" did not endure, for David related that over time Thomas appeared to have become less warm and caring toward the other organizations, perhaps "because of the realities of her job and of her position."

On the other hand, the role of the superintendent "in the most delicate area of salary negotiations" has tended to make the ATA-CASS relationship less effective, according to David. The role of the superintendent as the representative of the board of education is "fraught with all kinds of dangers and can cause problems," and is a matter of concern to both the trustees and the ATA. The superintendent is "caught right in the middle...[and] can be suspect from both sides." Unfortunately, in David's opinion, the involvement of the superintendent in salary negotiations "has caused a more strained relationship between the superintendents and the ATA at the local level and that has a tendency to transfer to the regional level." Also, David cited teacher dismissals and Boards of Reference as events that tend to diminish the effectiveness of ATA-CASS relationships. Although he felt that members of both CASS and the ATA understand one another's roles and responsibilities, he also felt that "Sometimes personalities mix, in that issues become charged, and people react emotionally rather than strictly professionally."

In an attempt to gauge how the level of perceived effectiveness of the ATA-CASS relationship had varied over time, Michiel and David were asked by the interviewer to

indicate the occasions of the highest point, the lowest point, and the current level of effectiveness and to rate each of these occasions on a scale of one (lowest) to ten (highest). Michiel was not able to identify and assess the highest and lowest points of effectiveness of the ATA-CASS relationship, but was able to give a rating for the current level of effectiveness.

In David's opinion there have been neither highest nor lowest points in the ATA-CASS relationship. He did refer, however, to a high point when the executives of both organizations met informally over lunch:

> It was a very relaxed and congenial event. We weren't talking bu[redacted] It was really for socializing and some rapport building and fence mending, and we just had a really friendly, pleasant visit. And I consider that a high point! I felt that, again, the personality of the President of the ATA, Nadene Thomas--the warmth that she exuded on that particular occasion--made a big difference.

David's rating for this high point was "about a six and a half."

As a low point, David cited an annual meeting of the Table Officers of both CASS and the ATA on which occasion he was a little upset because, although the meeting was called and hosted by the ATA, the President of the ATA did not attend. It seemed to him that the ATA "was interested only in getting its message across that CASS should listen to the ATA, should acknowledge all the great things that the ATA was doing, and that all CASS members should join the ATA and go forward together." David felt that the ATA "really had a low regard" and was adopting a patronizing attitude toward CASS. His rating for this low point was "about a zero on a scale of one to ten."

Regarding the current level of effectiveness, Michiel felt that the relationship was effective as far as the two organizations were aware of the perspectives and positions that each had on various issues. Although the heads of the organizations did not meet very often, she felt that "they [CASS] were certainly open to meet with us [ATA] at any time that we felt there was a need." As she believed that these meetings had been "quite effective" and contacts had been "positive," she rated the current level of effectiveness as "a seven or eight."

Although David felt that his relationship with ATA President Thomas was very pleasant and positive from a personal standpoint, from an interorganizational standpoint it was "certainly not productive, or cooperative, or useful in any sense." Rather, it was "just more socializing or tolerating." His feelings concerning the ATA-CASS relationship were mixed. On the one hand, the ATA seemed to view CASS almost "as being the non-stakeholder in the whole scheme of things, really, not one of any consequence and therefore not to be regarded too highly." On the other hand, however, the relationship was "not negative, either." Accordingly, in rating the current level of effectiveness of the ATA-CASS relationship, David said, "it's about half--I'm going to rate it a five."

Effectiveness of ATA-AFHSA Relationships

Almberg expressed the opinion that the ATA-AFHSA relationship could be more effective if the two organizations would cooperate more on major issues or concerns. As an example, she cited a "major issue"--the need for administrators (i.e., principals and superintendents), "to understand why parents are involved and how effective they can be in what their children are doing in school." She added, "Parents are not devious, they're not basically bad people and somehow we have to get that message across to the administrators." She expressed appreciation for the ATA's publicly expressed support on certain occasions which carried "a little more weight" than if the AFHSA had been speaking alone. When an organization such as the ATA supports some of the things that the Federation is doing, according to Almberg, "it has quite an impact even though, perhaps, the Home and School Association is not the most powerful of the educational stakeholders."

When she was asked to indicate the occasion of the highest level of effectiveness of the relationship between the ATA and the AFHSA, she expressed the opinion that the "major impact" on ATA-AFHSA relations came when Mr. Kenneth (Mac) Kryzanowski

became President of the ATA. She considered Kryzanowski as being a very "earthy" President who had been very active in communicating with schools. He was a school principal from a small rural area and this, in itself, "opened doors for parental involvement." Although there had been, previously, a good working relationship and good communication, between the ATA and the Federation, Kryzanowski "really worked hard to promote the qualities of positive parental involvement." As a result, "the sharing of information just really surged--written information, verbal information--... and it's stayed, it's been on the upswing." Almberg rated this highest point, "For the enthusiasm and intenseness, an eight."

Almberg stated that, prior to Kryzanowski's becoming President of the ATA, "we were recognized and acknowledged and shared information in most things" but the respect level was never demonstrated publicly. Even at that time the two organizations communicated far better than a lot of other groups do at present, but there was a different trust level. Not until under Kryzanowski's, leadership was the ATA prepared to make a commitment and to state in public that the AFHSA was "a good organization and you should be involved in it." Almberg's rating for this low point of effectiveness was "a five and a half."

In assessing the current level of effectiveness of the relationship between the ATA and AFHSA, Almberg reported that the high level of effectiveness begun by Kryzanowski continued through his successor, Mr. A.V.R. (Art) Cowley's term as ATA President, during which time the latter "really worked hard to understand and share knowledge" with the AFHSA. Cowley believed that it was important for the ATA to support publicly and work together with the AFHSA. With regard to Cowley's successor, Almberg stated, "And, of course, with Nadene, [Thomas] it's excellent." So, the high rating of eight achieved during Kryzanowski's term was maintained during the following two presidential terms of office.

Michiel also rated the current level of effectiveness of the ATA-AFHSA relationship "very highly--about an eight." She expressed the opinion that both organizations have taken the time to get together and discuss their respective points of view. The ATA's willingness to discuss some of their policies and to explain why they are in effect has resulted in the AFHSA's becoming "pretty strong advocates of the ATA." Michiel concluded that the ATA decision to maintain a closer contact with the AFHSA "has certainly been beneficial to us."

Effectiveness of ATA-ASTA Relationships

In reflecting on the more than 20 years during which he had been interacting with the ASTA, Keeler expressed the opinion that, "The general sophistication of our interaction has improved which tends to make the relationship, if not more satisfying, less dissatisfying." He paid tribute to the ASTA's senior solicitor, Judy Anderson, whose competence has served to improve relationships between the two associations. Her efforts have contributed to the agreement which has been reached "in the area of how boards ought to go about getting rid of teachers, or transferring teachers, or demoting administrators, and so on." Keeler felt that he could rely on these understandings' being communicated to school boards when there was a dispute in these areas. Although the outcome of a dispute may not always be to the liking of the ATA, at least they can expect "to have a degree of consistency in what the rules of the game are from one situation to another." He stated that, on the rare occasions when the ATA Member Services staff have lost their tempers, the reason has been that the game has not been played according to the rules. In his opinion, "school boards don't always take the good advice they get from Judy [Anderson]."

In identifying situations that tended to make the relationships less effective, Keeler referred to collective bargaining and differences of opinion concerning the dual role of the ATA as an organization. He stated that the antagonisms that, from time to time, are

created during collective bargaining "always make other things more difficult when you're talking to the same people." Also, he believed that "despite public opinion to the contrary, the ASTA has a lot more difficulty with the dual role of the Alberta Teachers' Association than has the Alberta Teachers' Association." In Keeler's opinion, the ASTA cannot believe, has not learned to accept, that the ATA is able to live "comfortably with the two halves of professionalism and employment." As a result, the ASTA sometimes suspects the ATA of "nefarious dealings" which the ATA has "not even thought of."

He stated that he was tempted to point to the agreement that established the TSQB as the highest level of effectiveness in the ATA-ASTA relationship, because the agreement ended a "period of intense conflict" in the same way as a memorandum of agreement eventually terminates a strike. However, Keeler considered that the reaching of the agreement was high only in relation to what went on immediately before. Therefore, the TSQB was really "an anti-negative" which prevented a lot of "damaging difficulty" but it did not move anybody forward very far." Keeler expressed the opinion that, "in the long flow of history, probably reaching an agreement on the state of affairs with the Alberta School Employee Benefit Plan (ASEBP) was a high point. It's going to do more people more good in the long run." Since the agreement was reached in the early 1970's, the ASTA and the ATA have been jointly engaged on an ongoing basis in operating the Plan. He cited the ASEBP as a prime example of interorganizational cooperation which "demonstrates that the two organizations can work together beneficially." Since the ASEBP agreement resulted in a major and a lasting benefit to both employers and employees, and assuming that the ASEBP will be "entirely consummated," Keeler rated this joint venture as a "nine or ten" in effectiveness.

In contrast, Tymko believed that the highest point of effectiveness of the ATA-ASTA relationships occurred in the mid 1960s when "education was on a high in the province....A lot of things were happening in education, and there seemed to be a much

better working relationship between the ATA and the ASTA." Tymko rated this high point as "about seven."

In responding to the interviewer's question regarding the lowest point of the ATA-ASTA relationship, Keeler expressed the feeling that he had to put such questions in a personal context . He expressed the opinion that the ATA-ASTA relationships were probably at their worst when a particular former President of the ASTA was at his highest. He could not cite the year, but he did remember a meeting of the joint table officers, that just "fell short of fisticuffs." In giving his rating, he asked, "Do you go down to zero? Well, it certainly was no higher."

Tymko responded that, for whatever reason, perhaps finances, the high level of effectiveness of ATA-ASTA relationship started to decline in the late 1960s when:

> pressures were put on to the resource field. We had the coming in of the new School Act -- those kinds of things. And then, over the seventies, in the labor-relations field, the degree of adversarial posturing, I think, took on a new high.

He rated this lowest level of ATA-ASTA effectiveness as "a four-five."

In gauging the current level of effectiveness of the ATA-ASTA relationship, Keeler reported that in the ATA's relationship with the ASTA they seemed "to be doing all right." He understood that the current Table Officers of both associations were following a course of non-public confrontation, at least outside the area of bargaining. He claimed that the ATA does not "normally initiate public controversy--it comes from elsewhere." Since the ASTA had not been initiating any public controversy to speak of, neither had the ATA. It may also be quite circumstantial in that "the Minister of Education isn't doing anything that we disagree about. Either we're both for what he's doing or we're both against it." He ventured the opinion that, "Maybe the entire educational world is exhausted after 6 years of David King and they have nothing much to confront about." He rated the current level of effectiveness as "a six."

Tymko was of the opinion that the relationship between the ATA and the ASTA always turns out to be adversarial because "there are differences and the objectives tend to

be different." He referred to the efforts to redraft the *Teaching Profession Act* at which time the two organizations met because there was some feeling that the differences between the two associations were not very great. At the meeting, mutual commitments were made to take the same position to the Minister. However, when the messages were subsequently relayed to the Minister, there were differences. When the two organizations met together again there were statements such as, "Hey, that was not my understanding. You changed your mind." So the original differences seem to persist and, accordingly, Tymko did not "find the relationship to be productive." He believed that the low level of ATA-ASTA effectiveness reached in the early 1970s has persisted so that the current level of effectiveness was still "around four or five."

Effectiveness of ATA-Faculties of Education Relationships

Patterson expressed the opinion that the effectiveness of the relationship between the ATA and the Faculty of Education related as much to personalities and positions as to any kind of pattern developing. He speculated that, for instance, "because Dr. Worth is a much closer associate of Dr. Keeler, that they undoubtedly had a different relationship than Dr. Keeler and I do." Yet he feels "sufficiently comfortable in the relationship" that if any issue should arise he would not hesitate to phone Keeler, or Thomas or some other senior ATA person to discuss the matter. There would be ample opportunity to share a view that he or the Faculty might hold. In spite of his above statement regarding effectiveness and its relationship to personalities and positions, Patterson maintained that, "When the need is there, independently of any of the personalities, the two organizations feel sufficiently close to one another that their key people can interact on almost any issue at any time and do so at a level where the discussion is quite open and frank."

He recalled that in the "earlier days," the relationship was much more direct and intimate, evinced a greater degree of cooperation, understanding and consensus on where the parties ought to be headed than it has come to be. He expressed the opinion that, "As

the ATA has grown in size and as the Faculty of Education has grown in size, in some ways the two organizations have grown apart. The relationship, then, hasn't been as natural as it once was." Consequently, both organizations have had to work harder to try to establish some of the links to achieve the degree of cooperation which they might prefer or regard as desirable.

In reflecting on how the effectiveness of the relationship had changed over the years, Hrynyk responded that the question had to be answered in the context that, when the parties have common goals then it is quite easy to measure effectiveness. He felt that, as an example, as long as the goal of both the Faculty of Education and the ATA had been to upgrade the standard of teacher education by increasing the length of preparation, the effectiveness of the relationship could easily be assessed. He stated that, from the results achieved, the relationship was clearly perceived to be very effective. A similar situation existed with regard to establishing a student teaching practicum when that was a common goal.

In addition to the above examples where effectiveness could be easily judged, Hrynyk cited a different kind of effectiveness:

> to the extent that the Faculties of Education are always open to hearing a point of view expressed on behalf of teachers, ready to consult the Association when they are uncertain, then I would have to say that the relationship is effective. But it's a different kind of effectiveness than the one when I talk about attempting to achieve common goals.

Two examples of ongoing cooperative activity between the two organizations were given by Hrynyk, namely, in the areas of student teaching in which the University of Alberta has been very cooperative with ATA, and the Educational Administration 401 course in which formal reference is made to the ATA as an organization. The instructors of this course "have a close relationship" with staff of the ATA which supplies materials and resource persons who participate in the instruction of the course. An instance of the ATA's availing itself of the expertise of staff of the University of Alberta was in

involving them "in preparing the Association's reactions and the Association's stances," in the Secondary Education Review.

Patterson referred "to the early times of the Dean Coutts' era" around the mid-to-late 1960s as the highest point of effectiveness of the ATA-Faculty of Education relationship. Patterson's perception was that Coutts was recognized as an authority and a leader in education to the extent that when 'Pete' Coutts spoke, the profession tended to listen. Perhaps, because of the prominence of Dr. Coutts and the Faculty of Education, the "outside partners related to the Faculty in a much different way" than they do to-day. At that time, the Faculty's view was more generally the professional view. However, since then, the ATA "has considerably" expanded and has gained a broader base of effective leadership within its organization." As a result, the ATA has been "more inclined to assert its own view independently of some of the other partners." Patterson acknowledged that, with the "strengthening of some of these other voices among the partners ... we face the challenge of trying to harmonize these very strong views held by different organizations." Patterson's rating of this high point of effectiveness was "an eight or an eight-and-a-half."

Hrynyk referred to the period up to the early 1970s (i.e., roughly the same period identified by Patterson) as the highest level of effectiveness of the ATA-Faculty of Education relationships. In his opinion, this was a period where "the common interests were more easily identifiable and they were of such a kind that it was easy to get together and work together as a team to achieve these goals." Both the Faculty and the ATA worked cooperatively towards increasing the qualifications of teachers, establishing various kinds of graduate and undergraduate programs, and in "the first sort of 'new wave' in teacher education." In rating the level of effectiveness of this period "certainly in the eight or nine category," Hrynyk was basing it on his "in-depth" experiences and discussions of events of this period with people across Canada:

> There was just absolutely no doubt that what was happening in Alberta--the cooperation among the Faculties, the Profession and the Department of Education--was outstanding. It simply was not occurring to the same degree in other places than Alberta at that time and I would have to rate it very highly.

Hrynyk believed that the lowest level of effectiveness of the ATA-Faculty of Education relationship occurred shortly after the period of highest effectiveness that has been described above, "probably into the middle seventies." At that time, "certain goals had been achieved and new goals hadn't been substituted yet." So, the question might have been raised, "What is there for us to do together?" Another factor that he mentioned was "the rising militancy of teachers and the expectations that teachers began to have of the University and its contribution to teaching." In a rather short period of time, the University had undergone a considerable expansion, "had added all sorts of faculty, many of them young faculty people who had no or little experience in teaching." Students graduating at that time felt that some of these young faculty members "had a commitment to the preparation of teachers but not necessarily a commitment to the education of children." According to Hrynyk, the ATA as an organization "formally" did not have any conflict with the University at that time "but we had to transmit the feelings that were coming from teachers and those were feelings that were often not so pleasant to transmit." As a result, the level of effectiveness dropped from the eight or nine level of the high previous period to the low of "a four or five."

Patterson considered the lowest point of effectiveness of the ATA-Faculty of Education relationship to have been reached during the same period mentioned by Hrynyk "right in the middle of the 70s...the build-up to the crisis on the practicum." He felt that, because of the great increases in the number of students in the Universities, in general, and in the teacher education programs, in particular, the Faculty had grown so large that it had "become much less attentive to those matters of relationships with its partner." This was true, he believed, not only with regard to the ATA, but also with regard to the Faculty's relationships with other parts of the university. In his opinion, the Faculty "had grown to such a size and a position of self-determination in many ways that we almost

established a degree of independence that alienated us." He recalled, however, that they received such a jolt which caused them to reassess the situation and to strive for a better relationship. Patterson's rating for this low point of effectiveness was probably "about a three or four."

Hrynyk thought that the current level of effectiveness was "between a seven and an eight--good, very good. Not perfect, but nothing's perfect." Patterson rated the current level of effectiveness as "probably around a seven" which ranking caused him to think that "attention ought to be given to it in order to move it higher." He felt that, rather than wait for another crisis to happen, the Faculty would be far better off "to have at it before it occurs [because] we may not survive too many of these crises."

Effectiveness of ATA-Alberta Education Relationships

When Bosetti was asked to indicate any events or issues that had tended to make the ATA-Alberta Education relationship more effective or less effective, he stated that the ATA's practice of operating on the basis of resolution was an impediment to effective consultation. As an example, he recalled the occasion when a resolution was passed by the Annual Representative Assembly (ARA) that the ATA not support provincial examinations. This being the case, he believed that any attempt by him to negotiate with the ATA officers a policy which proposed to reintroduce the examinations would be almost bound to fail. In his opinion, no Table Officer or staff officer would be prepared to set aside a resolution made by the ARA and accept a policy proposed by Alberta Education as being "a pretty good idea" if the ARA resolution indicated that it was "a rotten idea." So, as far as Bosetti was concerned, "It's pretty frustrating to go through the process knowing full well that the final outcome will be that the Association will disagree."

On the positive side, however, Bosetti has found that, in many instances, the ATA Table Officers and staff officers have been prepared to help him make department policy

more acceptable to them in light of their objection in principle with the policy direction. Accordingly, Alberta Education, has "extended an offer to involve the ATA in any major issue, any major matter in relation to policy development undertakings." He does not expect the individuals with whom he deals to take a position which is at variance with that of the Association. He would like, however, these individuals to tell him what they think of the position he has taken, or the policy articulated, and to indicate to him how improvements could be made to make it more palatable, and to give him an indication of how the ATA might react.

Although Bosetti believes that Alberta Education has worked best with the ATA when he has involved them in the development of Department policies, and involved them in "an effective way," he also believes that the Department has to work under what he calls the "Law of Parsimony." He explained, "I will undertake consultation to the extent that it's useful: And, to the extent that consultations don't seem to have any usefulness about them, I have to say, with regret, that I don't bother consulting." Yet, the role of Alberta Education is, according to Bosetti, not to establish policy but, rather, to develop policy for consideration of the politicians who ultimately make the policy decision. In the development of policy, consultation is "absolutely vital" and, in his opinion:

> has to be such that it gets down to the implementer of the policy. We have to rub shoulders with the worker in the field; we cannot deal with only the elected politician; we can't deal just through organizations and associations, which tend to be at the upper levels.

So, in much of the work that he does, Bosetti applies the "Law of Parsimony" whereby the greatest return is obtained through working with the implementer of the policy, and to a lesser extent with the political representatives of the implementer, such as the ATA or the ASTA.

In reflecting on how the nature of the ATA-Alberta Education relationship had varied over the years, Bosetti stated that the relationship had ranged from "somewhat cooperative to highly adversarial." As a specific example of a cooperative endeavor between the ATA

and Alberta Education, Bosetti cited the Initiation to Teaching Project (ITP). Although, in his opinion, the association viewed the ITP as an opportunity to enhance the training of teachers and to provide work for unemployed teachers, he was, however, delighted, "in that they reacted very responsively, with just a tremendous outcome." Even though the ATA did not like the way in which the project was going to operate, "were reluctant at first, somewhat reluctant, even, in the implementation...the ATA really bent over backwards [and] made some very significant concessions to us in our implementation of the Initiation to Teaching Project."

Thomas, on the other hand, did not view the ITP as a good example of cooperation, between the two organizations, although she did acknowledge that there was, "at the level under the Deputy Minister...good effort, good cooperation by the people that were concerned, and that are concerned, in seeing that it be carried out." Yet, she had many reservations concerning the project. She would rather have seen every student who was eligible become an intern for a full "professional year." Also, the students "should have been assigned to teachers who could work with an intern or two and provide them with the time and the mentorship." Instead, the interns selected for participation were assigned to schools where some "were being used as teacher aides, as substitutes and [were doing] all kinds of things which are not considered to be professional." Consequently, she did not share Bosetti's view of the ITP as a good example of cooperation between the two organizations.

With regard to the highest point of effectiveness of the ATA-Alberta Education relationship, Bosetti felt that in terms of interaction, the Initiation to Teaching Project was the highest point of effectiveness of ATA-Alberta Education relationships. His rating of this highest point was a "seven or eight." However, Thomas, was of the opinion that the highest point of effectiveness was during the period of Julian Koziak's ministry, which she rated as an "eight or nine." This period of highest cooperation was due to Koziak's being, basically, the Minister and leaving the Department alone to do "whatever they

wanted to do." The relationship was probably very strong at that time, not "necessarily with a great deal of direction from some leader, but probably a good working relationship."

According to Thomas, the lowest period of effectiveness of the ATA-Alberta Education relationship occurred during the period of King's ministry which "never rose above a five and went down to a virtual zero" during the COATS controversy in the spring of 1985. Bosetti was of a similar opinion as Thomas in that he rated the period of the COATS debate as the lowest point of effectiveness to which he gave a rating of "one or two."

Thomas thought that, as far as the Department itself was concerned -- the people who work there -- the relationship was still good and would probably always continue to be so. She based her opinion on the fact that most of the professional staff of the Department have had experience in the classroom and know what it is like to be a teacher. Also, as many of the Department professional staff have worked at various levels of administration, including superintendent of schools, "their general feel is toward a good educational system." This "general feel," however, does not, of itself, necessarily produce good results for education. She was of the opinion that:

> whether or not the work will be effective, and whether or not the good of education will actually result, depends in large part upon the intent of the Minister himself. If he wishes to take so much direction, or give so much direction, that effective work cannot go on, he will find that, while relations might still be good on an unofficial level, officially, the relations will not be good. I think that we have come to that kind of a period in time.

Thomas expressed concern that then Minister of Education King was not returning phone calls and seemed to be unwilling to be involved in anything any more. She stated that there were "a few issues that should have his hand on them, and he's simply not willing to be involved in them." As a result, her rating of effectiveness was "somewhere around one." At the time of the interview with Thomas, there was no indication of an impending change of Ministers of Education, however, when Bosetti was interviewed

some time later, the appointment of a new Minister of Education was imminent. He reported the feeling that the level of effectiveness was moving back up to a five/six level. He explained that he had had a meeting with the ATA Table Officers and similar meetings had been arranged during the course of the ensuing weeks. He was of the opinion that, "in anticipation of perhaps a change in the Cabinet, the ATA is certainly extremely willing at this point to meet, to discuss, to become involved. And I have, again, extended that opportunity to them."

Bosetti was optimistic that the relationship was "more on an escalating high." He believed that the ATA felt somewhat "bloodied and wounded" over the COATS issue. However, in the expectation that their adversary, King, was about to relinquish the education portfolio, they wanted "to reaffirm good relationships or confirm some good relationships, and start off afresh with the new Minister."

Summary

The analysis of variance and the data gathered by means of interviews with key personnel provide a basis for drawing conclusions regarding the perceptions of the effectiveness of the relationship. For the total sample, the relationships between the ATA units and the other units were effective to some extent. The least effective of the relationships was the ATA-CASS dyad, closely followed by the ATA-ASTA relationships which were significantly less effective than the ATA-Alberta Education, ATA-Faculties of Education, and the ATA-AFHSA relationships.

ASSOCIATION BETWEEN LINKAGE VARIABLES AND EFFECTIVENESS OF RELATIONSHIPS

This section contains an analysis of the associations between the linkage variables and the effectiveness of the ATA-stakeholder organization dyadic relationships. The subproblem designed to address this aspect of the study is:

Subproblem 14. To what extent are linkage variables associated with perceived effectiveness of relationships?

Pearson product-moment coefficients were calculated to assess the correlation between each of the 32 linkage variable measures and the corresponding measure of effectiveness of each of the ATA-stakeholder relationships .

The data in Table 6.8 indicate the Pearson correlation coefficient of each linkage variable measure with the corresponding measure of effectiveness of ATA-Stakeholder Organization relationships for the three ATA-stakeholder organization dyadic relationships for which it was possible to calculate correlation coefficients. Correlation coefficients which are statistically significant at the .05 level are identified by an asterisk (*). To facilitate discussion, coefficients are described as weak (below .40), moderate (between .40 and .59) or strong (.60 and above).

Association Between Reasons for Relationship and Effectiveness

As is shown by the correlation coefficients in Table 6.8, overall there were positive, moderate or weak correlations between each of the four types of reasons and the perceived effectiveness of the dyadic relationships. "For work or clients" was the most closely associated type of reason and "for information" the least closely associated type of reason with effectiveness. The only strong correlation was "for work and clients" in the ATA-ASTA relationships (.63).

Association Between Contextual Dimensions and Effectiveness

For the total sample of dyads, there was a positive, strong correlation between the consensus variable and effectiveness (.70). Positive, but weak correlations were observed for the other contextual variables.

With regard to resource dependence, the highest correlation (.48) was observed for the ATA-Faculty of Education dyads. A moderate correlation was found (.40) for the ATA-ASTA relationships but, in the case of the ATA-Alberta Education dyads there was

Table 6.8

Correlation of Linkage Variables and Effectiveness of Relationship
(By ATA-Stakeholder Organization Dyads)

Linkage Variable / N (Range)	All ATA-Stakeholder Org (28-55)	ATA-ASTA (7-14)	ATA-Fac of Ed (5-8)	ATA-Alta Ed (15-30)
Reasons for Relationship				
For work or clients	.52*	.63*	.38	.46*
For resources	.44*	.24	.11	.46*
For technical assistance	.39*	.53*	.49	.19
For information	.21	.05	.22	.15
Contextual Dimensions				
Resource dependence	.23	.40	.48	.16
Awareness	.01	.02	.47	-.11
Personal acquaintance	.11	.18	.19	-.08
Consensus	.70*	.35	.10	.72*
Domain similarity	.23	.13	.90*	.26
Resource Flows				
Total resource flow from other unit to ATA unit	-.10	.43	.30	-.45*
Total resource flow from ATA unit to other unit	.11	.56*	.49	-.44*
Uniformity of flows	.02	-.37	-.06	.04
Frequency of problems	-.43*	-.25	.76	-.51*
Extent of interruptions	-.25	-.28	.80	-.15
Communication Flows				
Overall frequency of communications	-.01	-.00	.73*	.07

Continued

Table 6.8 (Continued)

N (Range) Linkage Variable	All ATA-Stakeholder Org (28-55)	ATA-ASTA (7-14)	ATA-Fac of Ed (5-8)	ATA-Alta Ed (15-30)
Percent time spent on other-unit matters	-.07	.43	.57	-.10
Percent communications initiated by ATA unit	-.11	.14	.29	-.36*
Ease of communications	.58*	.42	-.40	.56*
Frequency of written reports	-.11	.27	.22	-.37
Frequency of face-to-face discussions	-.13	-.00	.58	-.00
Frequency of telephone calls	-.03	.16	.64	-.01
Frequency of group meetings	-.01	.57*	.62	-.15
Structural Dimensions				
Formalization of relationhips	.04	.37	.60	-.04
ATA unit influence on other unit	.34*	.45	.41	.19
Other unit influence on ATA unit	.15	.39	.82*	-.14
Total amountof influence	.31*	.52	.68	.00
Distribution of influence	.33*	.54*	-.73*	.29
Conflict Resolution				
Extent of conflict resolution	.66*	.55*	-.01	.55*
Resolution by avoiding issues	-.42*	-.26	.43	-.47*
Resolution by smoothing over issues	.41*	.17	.75	.30
Resolution by confronting issues	.38*	.40	-.16	.24
Resolution by hierarchy	.12	.43	-.13	-.37

*p <.05

only a weak association (.16). The association between awareness and effectiveness was also highest (.47) for the ATA-Faculty of Education relationships with the other two dyadic types showing rather small associations. Personal acquaintance bore little association with effectiveness for the three types of ATA-stakeholder relationships. A strong association (.72) was revealed between consensus and effectiveness for the ATA-Alberta Education dyads, and an even stronger association was obtained (.90) between domain similarity and effectiveness for the ATA-Faculty of Education relationships.

Association Between Resource Flows and Effectiveness

For all the ATA-Stakeholder Organization dyadic relationships, weak associations were shown between total resource flows, uniformity of resource flows and effectiveness. Negative correlations were found for the frequency of problems and the extent of interruptions variables.

Of the correlations of the five resource flow variables with effectiveness for the ATA-Alberta Education dyads, four were negative and the other was almost zero. On the other hand, a different pattern seems to exist in the case of the ATA-Faculties of Education dyads where four of the corresponding correlations were positive and, in three instances, larger than for the ATA-Alberta Education relationships.

The association between the total resource flows from the ATA units to the ASTA units and vice versa were both moderate and positive in contrast with the ATA-Alberta Education dyads where the corresponding associations were both moderate but negative. Strong correlations were observed between effectiveness and both the frequency of resource flow problems (.76), and the frequency of resource flow interruptions (.80) for the ATA-Faculties of Education relationships.

Association Between Communication Flows and Effectiveness

For the total sample, ease of communications was positively and moderately associated with effectiveness (.58). Negative, very weak correlations, were observed for the other seven communications linkage variables.

The overall frequency of communication coefficient was positive and strong (.73) for the ATA-Faculties of Education dyads but negative and very weak (almost zero) for the other two types of dyads. In contrast, the ease of communication coefficient was moderate and negative (-.40) for the ATA-Faculties of Education dyads, but moderate and positive for the other two types of relationships. The four methods of communication coefficients were positive and mostly moderate or strong for the ATA-Faculties of Education dyads. In contrast, the corresponding coefficients for the ATA-Alberta Education relationships were negative and weak.

Association Between Structural Dimensions and Effectiveness

Overall, the correlations between each of the structural dimensions and effectiveness was weak. The ATA-Faculties of Education relationships were characterized by strong associations between each of four structural linkage variables and effectiveness. The ATA-ASTA correlations indicated moderate, or almost moderate associations between each of the five linkage variables and effectiveness. The correlation between distribution of influence and effectiveness was moderate and positive (.54) for the ATA-ASTA dyads but strong and negative (-.73) for the ATA-Faculties of Education dyads.

Association Between Conflict Resolution and Effectiveness

For the total sample of dyads, extent of conflict resolution was positively and strongly associated with effectiveness (.66). Although a negative, moderate correlation was obtained for resolution by avoiding the issues (-.42), almost identical but opposite-in-sign correlations were found between resolution by smoothing over the issues (.41),

by confronting the issues (.38), and effectiveness. The correlation for the resolution by hierarchy variable was weak (.12).

The association between the extent of conflict resolution and effectiveness was moderate for both the ATA-ASTA (.55) and the ATA-Alberta Education dyads (.55), but was almost zero (-.01) for the ATA-Faculties of Education relationships. Conflict resolution by avoiding the issues was negatively associated with effectiveness in the ATA-ASTA (-.26) and the ATA-Alberta Education (-.47) relationships but was positively related in the ATA-Faculties of Education dyads. Also, whereas there were only weak, positive correlations for conflict resolution by smoothing over the issues for the ATA-ASTA (.17) and the ATA-Alberta Education dyads (.30) there was a positive, strong association (.75) in the ATA-Faculties of Education relationships. A somewhat different situation was indicated in the case of the resolution of conflict by confronting issues where, although the correlations for the above first-named dyads were positive and either moderate or weak, the correlation for the ATA-Faculties of Education dyads was negative and weak (-.16).

Of the three ATA-stakeholder dyads, the ATA-ASTA relationship showed a positive, moderate association (.43), between conflict resolution by resorting to the hierarchy and effectiveness, whereas the other two dyads showed negative and weak associations.

Summary

The results of the correlational analysis provide a basis for drawing conclusions regarding the associations between the linkage variables and the perceived effectiveness of the relationships. Due to the smallness of the sizes of the samples of the ATA-CASS and the ATA-AFHSA relationships, it was not possible to include these types of dyads in the correlational analysis.

For the ATA-Stakeholder Organization relationships as a whole, the only strong, positive association between the contextual dimension variables and effectiveness was that of consensus which was also significant. Frequency of resource flow problems and the extent of resource flow interruptions were negatively associated with effectiveness. On the other hand, the association between ease of communications and effectiveness approached being strong, and was both positive and significant.

The structural dimensions of ATA influence on other unit, total amount of influence, and distribution of influence, were positively and significantly associated with effectiveness.

A strong, positive and significant association was found between the extent of conflict resolution and effectiveness. Conflict resolution by avoiding the issues, and by smoothing over the issues were positively and significantly associated with effectiveness. However, conflict resolution by avoiding the issues was negatively and significantly associated with effectiveness.

SUMMARY

In order to achieve its objectives as specified in the *Teaching Profession Act*, the ATA, perforce, cooperates with each of the other stakeholder organizations. These other organizations, in turn, by virtue of their own constitutions, bylaws, contractual agreements, or policies are required to cooperate with the ATA. The nature of the activities differs according to whether the ATA is involved with the organization that trains its future members (Faculties of Education); that certifies and on occasion decertifies its members (Alberta Education); that represents the employers of its members (ASTA); that consists of the supervisors and evaluators of the performance of its members (CASS); or that represents the parents of the children who are the charges of its members (AFHSA). Also, the extent of the activities varies from one relationship to another. For example, the ATA-Alberta Education relationships comprise many dyads

involving large numbers of people in a wide spectrum of activities, whereas the ATA-AFHSA relationships consist of few dyads involving few people in a narrow band of activities.

The questionnaire responses indicated that, during the previous 6-month period, overall, the main reason for the relationships was "for information" to "somewhat" extent. The other three types of reasons approximated to only a "little extent."

With regard to the contextual dimensions, overall, overlap of domain was to a minor extent, resource dependence, personal acquaintance of boundary spanners, and consensus were to a moderate degree, and awareness of other unit's goals and services was considerable. There was considerable less agreement between the ATA units and the ASTA units than between the ATA units and the other stakeholder units in the dyadic relationships.

Total resource flows between units were approximately the same in both directions . Some considerable differences were observed in the process dimensions of the ATA-CASS and ATA-AFHSA relationships. Communications were initiated almost equally by the ATA units and the other units in the dyads and ease of communication was quite high, overall. However, the boundary spanners in the ATA-ASTA dyads had more difficulty in communicating with each other than did their the parties in the ATA-Alberta Education relationships. Also, considerably more of the boundary spanners' time was spent in the ATA-ASTA relationships than in the ATA-Alberta Education relationships.

The relationships, generally, were formalized to a less than moderate degree. However, the ATA-ASTA relationships were somewhat more formalized than were the ATA-Alberta Education relationships and the ATA-CASS relationships. The units were able to change or affect one another to little extent.

Some large differences were revealed in the extent of conflict resolution, for example, between the ATA-Faculties of Education relationships where it was highest and

the ATA-ASTA relationships where it was lowest. The most frequently used mode of resolving conflict was "by openly confronting the issues."

Overall, the ATA-Stakeholder Organization relationships during the previous 6 months were moderately effective. The ATA-CASS and ATA-ASTA relationships were considerably less effective than the other three relationships.

Chapter 7

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter is divided into five sections: summary of the design and procedures; summary of the findings; discussion of the findings; conclusions of the study; and implications of the study for practice, theory, and research. The first section contains a review of the design and procedures followed in conducting the study.

SUMMARY OF THE DESIGN AND PROCEDURES

Problem and Subproblems

A major purpose of the study was to conduct an examination of the external relationships which were maintained by a major professional association, the Alberta Teachers' Association (ATA), during a specified 6-month period. The particular purposes of the study were (a) to identify the more important other-organization units to which the ATA units were linked, (b) to determine the reasons for these linkages, (c) to measure the strengths of these linkages, (d) to determine the manner in which disagreements or disputes were resolved, (e) to ascertain the perceived effectiveness of these linkages, (f) to identify important similarities and differences in the linkage dimensions among the various ATA unit-other unit relationships, and (g) to explore the degree of association between the linkage dimensions and the perceived effectiveness of the interrelationships. A second major purpose was to determine the utility of the relational dimensions approach and the Organization Assessment Instruments developed by Van de Ven and Ferry (1980) in an interorganizational study of this nature.

Since the study was descriptive and exploratory in nature, and only one focal organization was involved, no research hypotheses were developed at the outset. Instead, 14 subproblems were formulated to address the particular purposes of the study. The subproblems are stated in the section which contains a summary of the findings.

Focus of the Study

The focus of the study was primarily on the set of dyadic (pairwise) relationships between the units of the Alberta Teachers' Association (F) and selected units of other organizations (O) in its environment. That is, the focus was on a number of F-O interunit relationships, not on any O-O interunit relationships.

Justification for the Study

The study was justified mainly on three grounds. First, interorganizational relationships appear to be an important area for research, particularly with regard to a major professional association in Alberta. Second, because organizations are becoming more dependent on other organizations to achieve their goals, interorganizational relationships are increasingly being formed. By examining the forms of the linkages and by making alterations to the linkage structure, the effectiveness of the relationships may be increased. Third, there is a need for organization assessment to develop to the point where key measures are identified and an efficient process for gathering the measures is established. An instrument that has proven to be of value in assessments in other organizational areas is *The Organization Assessment Instrument Interunit Relations Module* developed by Van de Ven and Ferry (1980). Accordingly, efforts to ascertain the value of this instrument for research and applied assessment of interorganizational relations in this particular environment were deemed to be justified.

Conceptual Framework

The framework for the study was derived from the work of Van de Ven and Ferry (1980) on the assessment of relations between units of organizations. The dimensions of these relationships are *context* (the degrees of resource dependence, awareness, consensus, and domain similarity), *process* (the transactions of resources and information between the units), *structure* (the formalization of, and the distribution of influence within the relationships), and *outcomes* (the perceived effectiveness of the relationships). The

extent of conflict resolution and the methods employed by the units to resolve conflict between them are also assessed within this framework.

Methodology

The study was confined to the Alberta Teachers' Association and 44 organizations that were linked to the ATA during a previous 6-month period. The Focal Unit Questionnaire (FQ) and the Other Unit Questionnaire (OQ) of the Interunit Module developed by Van de Ven and Ferry were the main data-gathering instruments. The respondents to the questionnaires were staff members and Table Officers of the ATA as well as members of other organizations which they selected. Of the 24 Focal Unit Questionnaires delivered on site, 21 were completed. Of the 92 Other Unit Questionnaires mailed to boundary spanners, 74 were returned and were usable.

To complement the data gathered by means of the Van de Ven and Ferry instruments and strategy, interviews were conducted. The purposes of the interviews were: (a) to validate and to clarify some questionnaire responses; (b) to obtain more information, particularly with regard to reasons for relationships, nature and extent of cooperation and conflict, and effectiveness of relationships; (c) to place the relationships within a historical context; and (d) to complement the quantitative aspects of the study by the provision of a qualitative dimension, thus facilitating triangulation. A semi-structured interview guide was developed by the researcher to ensure a degree of uniformity in conducting the interviews. Interviewed were several key personnel from the ATA and the other five major stakeholder educational organizations in Alberta, namely, Alberta Education, the Alberta School Trustees' Association (ASTA), the Alberta Federation of Home and School Associations (AFHSA), the Conference of Alberta School Superintendents (CASS), and the Faculties of Education of Universities in Alberta. Other sources of data were Provincial statutes and regulations, and statements of objectives and bylaws of these stakeholder organizations.

Data analysis reflected the descriptive and exploratory nature of the study in that descriptive statistical techniques (means and standard deviations) were used to describe the samples, and inferential statistical methods (analysis of variance, and correlational analysis) were used in an exploratory manner to examine and compare the different types of dyadic relationships.

SUMMARY OF THE FINDINGS

This section contains a summary of the findings relating to the 14 subproblems as viewed from the types of relationships between the ATA and the other organizations. In the first part of the section the findings are reported for the linkage variables as they relate to (a) the ATA-Other Organization dyadic relationships as a whole, (b) the four types of dyadic relationships, and (c) the ATA-Stakeholder Organization dyadic relationships. Important similarities and differences are reported. In the second part of the section, the findings are reported for the correlations between the linkage variables and the effectiveness of the relationships.

Tables 7.1 and 7.2 show the overall means for the 33 linkage variables as well as the findings for the different types of interorganizational relationships. The plus and minus signs indicate whether a group mean was higher (plus) or lower (minus) than the overall mean. Double and triple pluses or minuses indicate a greater difference between a group mean and the overall mean. A blank indicates a group mean that was very close to the overall mean. In these, and the other tables in this chapter, the types of dyads were arranged, arbitrarily, on the basis of the perceived effectiveness means, highest to lowest from left to right.

Identification and Categorization of Relationships

The questions raised in the first subproblem were posed to identify and classify the interunit relationships.

Table 7.1

Differences in Mean Linkage Variable Scores for Types of ATA-Other Organization Dyadic Relationships

Linkage Variable / N (Range)	All ATA-Other Org (63-110)	1 ATA-Business Concern (6-18)	2 ATA-Mut Ben Assoc (7-13)	3 ATA-Comm Org (19-36)	4 ATA-Service Org (26-43)	Significantly Different Types
Reasons for relationships						
For work or clients[1]	2.63	+ + +	-	-		1-2, 1-3, 1-4
For resources[1]	1.91		+			None
For technical assistance[1]	2.81	+ + +		-		1-3, 1-4
For information[1]	3.09	+ + +	+		- -	4-3, 1-4
Contextual Dimensions						
Resource dependence[1]	3.16	+ + +	- -			1-2, 1-3, 1-4
Awareness[1]	4.00	-				None
Personal acquaintance[1]	2.92					None
Consensus[1]	3.86	+ + +	+ + +		- - -	1-3, 1-4, 2-4, 3-4
Domain similarity[1]	2.65	-	+ +			2-1
Resource Flows						
Total resource flow from other unit to ATA unit[2]	16.26	+ + +	- - -			1-2, 1-3, 1-4
Total resource flow from ATA unit to other unit[2]	16.51	+ + +	- -	- -	+	1-3
Uniformity of flows[1]	2.32	-	+ + +	+	-	None
Frequency of problems[1]	1.86	- - -	- -		+ +	4-1, 4-2, 4-3
Extent of interruptions[1]	2.19	- - -	- - -		+ + +	4-1, 4-2

Continued

Table 7.1 (Continued)

Linkage Variable / N (Range)	All ATA-Other Org (63-110)	1 ATA-Business Concern (6-18)	2 ATA-Mut Ben Assoc (7-13)	3 ATA-Comm Org (19-36)	4 ATA-Service Org (26-43)	Significantly Different Types
Communication Flows						
Overall frequency of communications[1]	2.23				+	None
Percent time spent on other-unit matters[2]	9.30					None
Percent communications initiated by ATA unit[2]	54.31	+ + +			- -	1-4
Ease of communications[1]	4.15	+ +			-	1-4
Frequency of written reports[1]	2.07	+	+		-	None
Frequency of face-to-face discussions[1]	2.68		-	-	+	None
Frequency of telephone calls[1]	2.81	+ +	-			None
Frequency of group meetings[1]	1.69	- -	-	-	+ +	4-1, 4-3
Structural Dimensions						
Formalization of relationship[1]	2.87	+ + +	- -	-		4-3, 1-2, 1-3
ATA unit influence on other unit[1]	2.22			-	+	4-3
Other unit influence on ATA unit[1]	2.09	+				None
Total amount of influence[1]	8.61	+ +	+	- - -	+ +	None
Distribution of influence[1]	0.11	-	+	-	+	4-1, 4-3

Continued

Table 7.1 (Continued)

Linkage Variable / N (Range)	All ATA-Other Org (63-110)	1 ATA-Business Concern (6-18)	2 ATA-Mut Ben Assoc (7-13)	3 ATA-Comm Org (19-36)	4 ATA-Service Org (26-43)	Significantly Different Types
Conflict Resolution						
Extent of conflict resolution[1]	3.78	+ + +	+ +	-	-	1-3, 1-4
By avoiding issues[1]	1.47	- -	-			None
By smoothing over issues[1]	1.81		- -	+		None
By confronting issues[1]	3.61	+	- - -			None
By hierarchy[1]	1.44	- -	- -			None
Perceived Effectiveness[1]	3.65	+ + +	+		- -	1-3, 1-4, 2-4

[1]Key: Blank = Dyad mean ± .19 of overall mean; (-)=.20 to .39 below overall mean ; (- -) =.40 to .59 below; (- - -) =.60 or more below; (+) =.20 to .39 above; (+ +) =.40 to .59 above; (+ + +) =.60 or more above

[2]Key: Blank = Dyad percent ± 3.9% of overall mean percent; (-) = 4.0 to 7.9% below overall mean percent; (- -) = 8.0 to 12% below; (- - -) =12% or more below; (+) =4.0 to 7.9% above; (+ +) =8.0 to 11.9% above; (+ + +) =12.0% or more above

Table 7.2

Differences in Mean Linkage Variable Scores for Types of ATA-Stakeholder Organization Dyadic Relationships

Linkage Variable	All ATA-Stakeholder Org N (Range) (28-55)	1 ATA-AFHSA (1-2)	2 ATA-Fac of Ed (5-8)	3 ATA-Alta Ed (15-30)	4 ATA-ASTA (7-14)	5 ATA-CASS (1)	Sig Different Groups
Reasons for Relationships							
For work or clients[1]	2.09		+		-	--	None
For resources[1]	1.68	+ + +			--	---	None
For technical assistance[1]	2.36	+	+		-	---	None
For information[1]	3.10	-		+	--		None
Contextual Dimensions							
Resource dependence[1]	3.05	+ + +				-	None
Awareness[1]	4.14	+ + +					None
Personal acquaintance[1]	2.99	---	+		-	---	None
Consensus[1]	3.55	+ + +	+ + +	+	---		1-4, 2-4, 3-4
Domain similarity[1]	2.52	---			-		None
Resource Flows							
Total resource flow from other unit to ATA unit[2]	14.05	+ + +	-			---	None
Total resource flow from ATA unit to other unit[2]	13.29	+ + +		-	+ +	---	None
Uniformity of flows[1]	2.60	+ + +	--	+	--	n	None
Frequency of problems[1]	1.90	--	--		+ + +	---	None
Extent of interruptions[1]	2.42		---		+ + +	---	None

Continued

Table 7.2 (Continued)

Linkage Variable	All ATA-Stakeholder Org (28-55)	1 ATA-AFHSA (1-2)	2 ATA-Fac of Ed (5-8)	3 ATA-Alta Ed (15-30)	4 ATA-ASTA (7-14)	5 ATA-CASS (1)	Sig Different Groups
N (Range)							
Communication Flows							
Overall frequency of communications[1]	2.17		--			+	None
Time spent on other unit matters[2]	9.99		-		+ +		4-3
Communications initiated by ATA unit[2]	51.83	+ + +	- - -				None
Ease of communications[1]	3.98	+ + +	+		--		3-4
Frequency of written reports[1]	1.70	-	+			+	None
Frequency of face-to-face discussions[1]	2.43	- - -			+ + +	--	None
Frequency of telephone calls[1]	2.45	- - -	- - -			--	None
Frequency of group meetings[1]	1.52	--		-	+ + +	+ +	None
Structural Dimensions							
Formalization of relationship[1]	2.62	+ +		-	+ +	--	4-3
ATA unit influence on other unit[1]	2.06	+ + +				- - -	None
Other unit influence on ATA unit[1]	2.02	+ + +				- - -	None
Total amount of influence[1]	8.11	+ + +	+ +	-		- - -	None
Distribution of influence[1]	0.00	+ +	+				None

Continued

Table 7.2 (Continued)

Linkage Variable / N (Range)	All ATA-Stakeholder Org (28-55)	1 ATA-AFHSA (1-2)	2 ATA-Fac of Ed (5-8)	3 ATA-Alta Ed (15-30)	4 ATA-ASTA (7-14)	5 ATA-CASS (1)	Sig Different Groups
Conflict Resolution							
Extent of conflict resolution[1]	3.38	+ + +	+ + +		- - -	-	2-4, 3-4 2-3
By avoiding issues[1]	1.67	- - -	- -		+ +	n	None
By smoothing over issues[1]	2.10	+ + +	+		-	n	None
By confronting issues[1]	3.42	+ + +	+ +	+	- - -	n	None
By hierarchy[1]	1.78	n	+ + +		-	n	None
Perceived Effectiveness[1]	3.36	+ + +	+ +		- -	- - -	1-4, 2-4, 3-4

[1]Key: Blank = Dyad mean ± .19 of overall mean; (-)=.20 to .39 below overall mean ; (- -) =.40 to .59 below; (- - -) =.60 or more below; (+) =.20 to .39 above; (+ +) =.40 to .59 above; (+ + +) =.60 or more above

[2]Key: Blank = Dyad percent ± 3.9% of overall mean percent; (-) = 4.0 to 7.9% below overall mean percent; (- -) = 8.0 to 12% below; (- - -) =12% or more below; (+) =4.0 to 7.9% above; (+ +) =8.0 to 11.9% above; (+ + +) =12.0% or more above

n = no response

Subproblem 1. Identification and categorization of dyadic relationships. What were the more important other units to which the ATA units were linked, and how might these dyadic relationships be categorized?

The ATA questionnaire respondents identified 44 organizations with which they had been in contact during the preceding 6 months. These 44 organizations were subsequently placed in categories according to the Blau and Scott *cui bono* typology (1981). From this categorization four types of dyads were identified, ATA-Mutual Benefit Association, ATA-Business Concern, ATA-Service Organization, and ATA-Commonweal Organization. As the ATA is, itself, a Mutual Benefit Association, the types of dyads may also be regarded as Mutual Benefit Association-Mutual Benefit Association, Mutual Benefit Association-Business Concern, and so on.

Five organizations linked to the ATA were designated by the researcher as stakeholder organizations because of their vested interest in education in Alberta. Consequently, five additional types of pairwise relationships were identified, namely, the relationships between the ATA and (a) the Conference of Alberta School Superintendents (CASS), (b) the Alberta Federation of Home and School Associations (AFHSA), (c) the Alberta School Trustees' Association (ASTA), (d) the Faculties of Education of Universities in Alberta (considered as one 'organization'), and (e) Alberta Education.

Reasons for Relationship

Both the qualitative nature and the types of reasons for the relationships were addressed by Subproblem 2.

Subproblem 2. Reasons for relationship. (1) *Qualitative Nature of Relationships.* What were the reasons for the relationship between the ATA unit and the unit in the other organization? (2) *Types of Reasons.* To what extent did the relationship exist in order to receive or send: (a) work or clients (e.g., customers, raw materials, or work objects); (b) resources (e.g., money, personnel, equipment, or office space); (c) technical assistance

(e.g., consultation or staff services in functional areas); and (d) information (i.e., for purposes of coordination, control, planning, or evaluation)?

The nature of the relationships between the units of the ATA and the units of other organizations were both numerous and varied. For example, the ATA units interacted with units of other mutual benefit associations mainly: to foster a spirit of mutual cooperation and support; to discuss areas of common ground and common goals; to consult with regard to legislation, and to share information on lobbying the provincial government; to cooperate, exchange resources, and assist in staff, policy and program development; and to provide opportunities for socializing. The ATA-Business Concern relationships gave the ATA access to services and expertise which it did not possess but which other organizations possessed. Among the services acquired were legal advice and opinion, legal representation of ATA members in actions concerning grievances and disputes, consultancy services, media publicity and propaganda, public-opinion measurement, and printing and distribution of the ATA's magazine and newspaper. The ATA-Service Organization relationships provided opportunities to: arrange and hold meetings; obtain information and advice; present, discuss and react to policies, positions and proposals; identify and try to resolve misunderstandings, controversial issues, problems or conflicts; and socialize. The relationships between the ATA and the commonweal organizations provided opportunities for consultations and negotiations, consideration and reaction to policies and positions on a wide variety of issues, acquisition of services of mediators in labor disputes, and the representation of teachers in disputes concerning unemployment insurance benefits.

To achieve the objectives specified in the *Teaching Profession Act*, the ATA works with each of the other five stakeholder organizations. The latter are, in turn, obliged to cooperate with the ATA by virtue of their own constitutions, bylaws, policies, or contractual agreements. The forms of interaction vary according to whether the ATA is involved with the Faculties of Education which train the future members of the ATA; the

Department of Education which certifies the members of the ATA; the ASTA which represents the employers of the members of the ATA; CASS which consists of the supervisors and evaluators of the performance of the members of the ATA; or the AFHSA which represents the parents of the pupils of the members of the ATA. The extent of interaction also varies among the relationship types. For example, the relationships between the ATA and Alberta Education comprise many dyads and involve large numbers of people in a wide spectrum of activities, whereas the relationships between the ATA and the AFHSA comprise few dyads and involve few people in a narrow range of activities.

As is shown by the means for the total sample in Table 7.1, interaction occurred to a moderate extent for work or clients, for technical assistance, and for information. In several instances, the ATA-Business Concern means were higher than the means of other groups. The linkage "profile" for this type of dyad seems quite different from the profiles of the other types of dyads. The means in Table 7.2 indicate that the main reason for ATA-Stakeholder Organization interaction was for information which was to a somewhat moderate extent. The ATA and the AFHSA interacted for resources to a noticeably higher degree than did the other four groups. The linkage profiles shown in Table 7.2 seem to indicate that linkages vary across types of ATA-Stakeholder Organization relationships.

Contextual Dimensions

The subproblems relating to the contextual dimensions of resource dependence, awareness, consensus, and domain similarity are as follows:

Subproblem 3. Interunit resource dependence. To what extent did the ATA unit and the other unit in the pairwise relationship perceive that they needed one another to attain their self-interest goals or intentions?

Subproblem 4. Interunit awareness. (1) *Awareness of Other Unit.* To what extent were boundary spanners in the ATA unit and the other unit familiar with the services and

goals of each other? (2) *Personal Acquaintance*. How long and how well did the boundary spanners in the ATA unit and the other unit in the relationship know one another?

Subproblem 5. Interunit consensus. What was the extent of agreement or disagreement (i.e., conflict) between the ATA unit and the other unit in the pairwise relationship on (a) their operating goals (ends), (b) the specific ways they do their work (means), and (c) the terms of their relationships?

Subproblem 6. Interunit domain similarity. To what extent was there overlap in the domains of the ATA unit and the other unit in the pairwise relationship?

As is shown by the means in Table 7.1, the contextual dimensions, overall, were moderate or above in strength. A higher degree of resource dependence was observed for the ATA-Business Concern relationships than for the other types of dyads. Several differences in consensus scores were apparent. The domains of the ATA units and the mutual benefit association units overlapped to a greater extent than did the domains of the ATA units and the business concern units.

For the total sample of ATA-Stakeholder Organization relationships, the means of the responses in Table 7.2 indicate moderate or greater strength of the contextual dimensions. The profile of means of the ATA-AFHSA dyads appear to be quite different from that of any of the other dyads. As the plus and minus signs indicate, resource dependence, awareness, and consensus were higher and domain similarity was lower compared with the other ATA-Stakeholder Organization groups. There was less agreement (or more disagreement) in the ATA-ASTA relationships than in three of the other four groups of dyads.

The profiles of contextual dimension linkages variables seem to indicate that the interorganizational relationships vary across types of dyads.

Process Dimensions

The following three subproblems related to the transactions of resources and information between the units.

Subproblem 7. Interunit resource flows. What were the total resource flows from the other unit to the ATA unit and from the ATA unit to the other unit in the pairwise relationship?

Subproblem 8. Variability of resource flows. To what extent were interruptions and problems encountered in the flow of resources between the ATA unit and the other unit in the pairwise relationship?

Subproblem 9. Interunit communications. What was the nature of the information flows between the ATA unit and the other unit in the pairwise relationship in terms of the mode, the amount, the content, the direction, and the ease of communication?

The percentage means for the total sample indicate that reciprocal resource flows were almost equal in extent. Resource flow problems and interruptions were reported as having been infrequent. The flow of resources from the business concern units to the ATA units was greater than the flow of resources from the other three types of units to the respective ATA units. The flow of resources from the ATA units to the business concern units was greater than from the ATA units to the related commonweal organization units. Problems and interruptions were experienced more frequently in the flow of resources between the ATA and the service organization units than between the parties in the other relationships.

Overall, communication between the units occurred infrequently. Also, a small percentage of the boundary spanners' working hours were spent on matters directly related to the operations, work or projects of the other unit in the relationship. Communications were initiated almost equally by the ATA and the other units. However, communications initiated by the ATA occurred more frequently in its relationships with the business concerns than with the service organizations. Overall, ease of

communications was high, but somewhat more difficulty was experienced in communications between the parties in the ATA-Service Organization dyads than between the parties in the ATA-Business Concern relationships. Telephone conversations and face-to-face discussions occurred more frequently than group meetings or communication by written reports. The frequency of group meetings was higher between the ATA and the service organization units than between the ATA and the business concern or commonweal organization units.

As Table 7.2 shows, reciprocal resources flows were almost equal in extent between the ATA units and the stakeholder organization units. Resource flows were noticeably greater in the ATA-AFHSA relationship than in any of the others. There appeared to be a higher incidence of resource flow problems and interruptions in the ATA-ASTA relationships than in the other relationships.

Communications between the ATA units and the stakeholder units were rather infrequent. Boundary spanners spent a small percentage of their working hours on matters directly related to the operations of the other unit. However, in this regard, the boundary spanners in the ATA-ASTA relationships spent more of their time than did the boundary spanners in the ATA-Alberta Education relationships. Communications were initiated almost equally by the ATA and the stakeholder organization units, overall, but the ATA units initiated a very high proportion of the communications that occurred in the ATA-AFHSA relationships. The ease of communication means indicate that, although little difficulty was experienced overall, more difficulty was experienced in the ATA-ASTA relationships than in the ATA-Alberta Education relationships. The four modes of communication occurred with approximately the same frequency and there were some noticeable differences among the group means.

The profiles of process dimension linkage variables displayed in Tables 7.1 and 7.2 seem to suggest that interorganizational relationships vary across types of dyads.

Structural Dimensions

Subproblems 10 and 11 dealt with the formalization of, and the distribution of influence within the relationships.

Subproblem 10. Formalization of interunit relationship. To what degree were the role behavior and activities of the ATA unit and the other unit in the pairwise relationship mandated, clearly specified, and standardized?

Subproblem 11. Interunit influence. Generally, to what degree was each unit in the pairwise relationship able to change or affect the internal operations of the other unit? Specifically, what was (a) the extent of the influence of the ATA unit over the other unit, (b) the extent of the influence of the other unit over the ATA unit, (c) the total amount of influence in the pairwise relationship, and (d) the distribution of influence in the pairwise relationship.

The means in Table 7.1 indicate that overall, the relationships were formalized to a moderate degree. The ATA-Business Concern relationships were formalized to a higher degree than both the ATA-Mutual Benefit Association and the ATA-Commonweal Organization relationships. Also, the ATA-Service Organization relationships were more formalized than the ATA-Commonweal Organization relationships.

Within the total sample of dyads, the ATA units and the other units exerted little influence on the internal operations of one another. As a result, the total influence of the ATA units on the other units was correspondingly small. There was almost a balanced distribution of influence between the units in the dyadic relationships. The ATA units exerted more influence in their relationships with the service organization units than they did on the commonweal organization units. The distribution of influence was more in favor of the ATA units in their relationships with the service organization units than in their relationships with the business concern or the commonweal organization units.

As Table 7.2 indicates, the ATA-Stakeholder Organization relationships were formalized to about a moderate extent. The least formalized was the ATA-CASS

relationship. The ATA-ASTA relationships were more formalized than the ATA-Alberta Education relationships.

Influence by one unit on the internal operations of the other unit in the ATA-Stakeholder Organization relationships was to a small extent with the result that the total amount of influence in the pairwise relationship was also small. Overall, there was a balance of influence between the units in the ATA-Stakeholder Organization relationships. The extent of influence in the ATA-AFHSA dyads appeared to be quite different from the other ATA-Stakeholder Organization groups, particularly the ATA-CASS relationship.

From the profiles of structural dimension variables displayed in Tables 7.1 and 7.2 it would appear that the linkages vary across types of relationships

Resolution of Conflict

Extent of resolution of conflict and the methods of resolution were addressed by the following subproblem.

Subproblem 12. Conflict resolution. To what extent did the ATA unit and the other unit resolve conflict between them? Also, to what extent were conflicts resolved by (a) avoiding the issues, (b) smoothing over the issues, (c) openly confronting the issues, and (d) resorting to the hierarchy?

As is shown by the means for the total sample in Table 7.1, conflict was resolved quite well. The extent of conflict resolution within the ATA-Business Concern dyads was greater than within both the ATA-Service Organization and the ATA-Commonweal Organization relationships. As the means indicate, conflicts were resolved to a considerable extent by openly confronting the issues. Seldom were conflicts resolved by avoiding the issues, by smoothing over the issues, or by resorting to the hierarchy.

As Table 7.2 shows, for the total sample of ATA-Stakeholder Organization relationships, conflict was resolved to a moderate degree. Conflicts in the ATA-Faculties of Education relationships were resolved to a higher degree than in both the ATA-ASTA

dyads and the ATA-Alberta Education relationships. Conflict was resolved to a higher degree in the ATA-Alberta Education relationships than in the ATA-ASTA relationships. The most frequently employed method of resolving conflict was that of openly confronting the issues while the other three methods were seldom used.

The profiles of resolution of conflict variables shown in Tables 7.1 and 7.2 seem to suggest that interorganizational relationships vary across types of dyads.

Effectiveness of Relationship

The perceptions of the respondents on the extent of effectiveness was the focus of Subproblem 13.

Subproblem 13. Perceived effectiveness of interunit relationship. To what extent did the boundary spanners in the ATA unit and the other unit believe, subjectively, that each unit carried out its commitment, and feel that their relationship was productive, worthwhile, satisfying, and equitable?

Table 7.1 shows that the total sample of ATA-Other Organization dyadic relationships were effective to a considerable extent. The most effective relationships were the ATA-Business Concern dyads which were more effective than both the ATA-Service Organization and the ATA-Commonweal Organization relationships. The ATA-Mutual Benefit Association relationships were more effective than the ATA-Service Organization relationships which were least effective.

The means in Table 7.2 indicate that the ATA-Stakeholder Organization relationships, overall, were moderately effective. The least effective were the ATA-CASS relationships and the most effective were the ATA-AFHSA relationships. The ATA-ASTA relationships were less effective than the ATA-AFHSA, the ATA-Faculties of Education, and the ATA-Alberta Education relationships.

Linkage Variable Profiles

The plus and minus signs in Table 7.1 indicate that the patterns of linkage dimensions are somewhat different. For example, there is considerable variation in the strengths of the linkages, particularly between the ATA-Business Concern dyads and the ATA-Service Organization dyads. Differences are evident in resource dependence, resource and communication flows, formalization, conflict resolution, and effectiveness.

Table 7.2 shows the ordering of the ATA-Stakeholder Organization dyadic relationships according to the means for perceived effectiveness of relationships. Considerable variation is evident, especially between the ATA-AFHSA and the ATA-ASTA relationships in the strengths of the linkage dimensions of resource dependence, awareness, resource and communication flows, influence, conflict resolution and perceived effectiveness.

The next part of the section consists of a summary of the findings on the associations between the linkage variables and the effectiveness of the relationships. Subproblem 14 was formulated to address this matter.

Subproblem 14. To what extent are the linkage variables associated with perceived effectiveness of relationships?

Tables 7.3 and 7.4 show the coefficients for the associations between each of the 32 linkage variables and the effectiveness of the types of relationships. Because of the small sample sizes of the ATA-CASS and the ATA-AFHSA relationships, coefficients could not be computed for these dyads. To facilitate discussion of the findings of the correlational analysis, coefficients are described as weak (below $\pm$.40), moderate (between $\pm$.40 and $\pm$.59), or strong ($\pm$.60 and above).

Table 7.3

Categorizations of Correlation of Linkage Variables and Effectiveness of Relationship
(By Types of Dyads)

Linkage Variable / N (Range)	All ATA-Other Org (63-110)	ATA-Business Concern (6-18)	ATA-Mut Ben Assoc (7-13)	ATA-Comm Org (19-36)	ATA-Service Org (31-43)
Reasons for Relationship					
For work of clients	+ +*	+ +*	+ + +*	+ +*	+ +*
For resources	+	+	+ +	+	+
For technical assistance	+*	+	+ +*	+	+*
For information	+*	+ +*	+ +	-	+*
Contextual Dimensions					
Resource dependence	+*	+	+ +	+	+*
Awareness	+	-	+	+	+*
Personal acquaintance	+*	+ +*	+	-	+ +*
Consensus	+ + +*	-	+ +	+ + +*	+ + +*
Domain similarity	+	+ +	+ + +*	+	+
Resource Flows					
Total resource flow from other unit to ATA unit	+	+	+	- -*	+
Total resource flow from ATA unit to other unit	+	+	+ +	- -*	+
Uniformity of flows	+	-	+	-	+
Frequency of problems	- -*	-	+ +	- -*	- -*
Extent of interruptions	- -*	-	+	-	- -*
Communication Flows					
Freq of communications	+	-	+	-	+
Percent time spent on other-unit matters	-	+	-	-	-

Continued

Table 7.3 (Continued)

N (Range) Linkage Variable	All ATA-Other Org (63-110)	ATA-Business Concern (6-18)	ATA-Mut Ben Assoc (7-13)	ATA-Comm Org (19-36)	ATA-Service Org (31-43)
Percent communications initiated by ATA unit	+*	+ +*	+	-	+
Ease of communications	+ +*	+	+	+ +*	+ +*
Freq of written reports	+	+ +*	+ +	-	-
Freq of face-to-face discussions	-	+ +	+	+	-
Freq of telephone calls	+	+ +	+	+	-
Freq of group meetings	-*	+	-		-
Structural Dimensions					
Formalization of relationship	+*	+	+ + +*	+	+
ATA unit influence on other unit	+	+	+ +*	-	+
Other unit influence on ATA unit	+*	+	+ + +*	-	+ +*
Total amount of influence	+*	+	+ + +*	-	+ +*
Distribution of influence	-	-	+	+	+
Conflict Resolution					
Extent of resolution	+ + +*	+ +*	+ + +*	+ + +*	+ + +*
By avoiding issues	- -*	n	- - -	- -*	-
By smoothing over issues	+	+	- - -	+	+*
By confronting issues	+	+ + +	+	+	+
By hierarchy	-	n	n	-	+

Key: - = .00 to -.39; - - = -.40 to -.59; - - - = - 60 to - 99; + = .00 to .39; + + = .40 to .59; + + + = .60 to .99

*p <.05

n indicates that coefficient could not be computed

Table 7.4

Categorization of Correlation of Linkage Variables and Effectiveness of Relationship
(By ATA-Stakeholder Organization Dyads)

N (Range) Linkage Variable	All ATA-Stakeholder Org (28-55)	ATA-Fac of Ed (5-8)	ATA-Alta Ed (15-30)	ATA-ASTA (7-14)
Reasons for Relationship				
For work or clients	+ +*	+	+ +*	+ + +*
For resources	+ +*	+	+ +*	+
For technical assistance	+*	+ +	+	+ +*
For information	+	+	+	+
Contextual Dimensions				
Resource dependence	+	+ +	+	+ +
Awareness	+	+ +	-	+
Personal acquaintance	+	+	-	+
Consensus	+ + +*	+	+ + +*	+
Domain similarity	+	+ + +	+	+
Resource Flows				
Total resource flow from other unit to ATA unit	-	+ +	- -*	+ +
Total resource flow from ATA unit to other unit	+	+ +	- -*	+ +*
Uniformity of flows	+	-	+	-
Frequency of problems	- -*	+ + +	- -*	-
Extent of interruptions	-	+ + +	-	-
Communication Flows				
Overall frequency of communications	-	+ + +*	-	-
Percent time spent on other-unit matters	-	+ +	-	+ +

Continued

Table 7.4 (Continued)

Linkage Variable / N (Range)	All ATA-Stakeholder Org (28-55)	ATA-Fac of Ed (5-8)	ATA-Alta Ed (15-30)	ATA-ASTA (7-14)
Percent communications initiated by ATA unit	-	+	-*	+
Ease of communications	+ +*	- -	+ +*	+ +
Frequency of written reports	-	+	-*	+
Frequency of face-to-face discussions	-	+ +	-	-
Frequency of telephone calls	-	+ + +	-	+
Frequency of group meetings	-	+ + +	-	+ +*
Structural Dimensions				
Formalization of relationships	+	+ + +	-	+
ATA unit influence on other unit	+*	+ +	+	+ +
Other unit influence on ATA unit	+	+ + +*	-	+
Total amount of influence	+*	+ + +	+	+ +
Distribution of influence	+*	- - -*	+	+ +*
Conflict Resolution				
Extent of resolution	+ + +*	-	+ +*	+ +*
By avoiding issues	- -*	+ +	- -*	-
By smoothing over issues	+ +*	+ + +	+	+
By confronting issues	+*	-	+	+ +
By hierarchy	+	-	-	+ +

Key: - = .00 to -.39; - - = -.40 to -.59; - - - = -.60 to -.99; + = .00 to .39; + + = .40 to .59; + + + = .60 to .99

*p <.05

Reasons for Relationships and Effectiveness

As is shown in Table 7.3, with the exception of the "for information" coefficient for the ATA-Commonweal Organization relationships which was negative, all the associations between the four types of reasons and effectiveness were positive for the four groups of dyads. The correlations between the "for work or clients" reason and effectiveness were either moderate or strong.

The plus signs in Table 7.4 indicate that all four types of reasons were positively associated with effectiveness for the groups of ATA-Stakeholder Organization relationships.

Contextual Dimensions and Effectiveness

Table 7.3 shows that, apart from three negative, weak coefficients, the five contextual dimensions were positively associated with effectiveness for the total sample and for the four types of dyads. The ATA-Business Concern "pattern" of coefficients seemed to be somewhat different from the other dyads' patterns.

The symbols in Table 7.4 indicate that, with only two exceptions, all coefficients were positively associated with effectiveness for the relationships between the ATA and the stakeholder organization units.

Resource Flows and Effectiveness

As Table 7.3 indicates, for the total sample of ATA-Other Organization dyads, the associations between effectiveness and each of the total resource flows, and uniformity of resource flows were weak. Negative, moderate coefficients were indicated for the associations between effectiveness and frequency of resource flow problems, and extent of resource flow interruptions.

The patterns of correlation coefficients for the four groups of dyads indicate that, whereas the correlations between effectiveness and each of the five resource flow linkage variables were positive for the ATA-Mutual Benefit Association dyads, they were

negative for the ATA-Commonweal Organization relationships. The correlations between both the frequency of resource flow problems the extent of resource flow interruptions, and effectiveness for the ATA-Mutual Benefit Association relationships were positive, whereas the corresponding measures of association for the other three groups were negative.

Table 7.4 shows that for the ATA-Stakeholder Organization relationships, overall, the correlations between effectiveness and each of total resource flows and uniformity of resource flows were weak. The correlation for resource flow problems was moderately strong and negative, while that for resource flow interruptions was weak and negative. Of the five resource flow correlations for the ATA-Alberta Education dyads, four were negative and one was positive, whereas, in the case of the ATA-Faculties of Education, the four corresponding correlations were positive and one was negative. The correlations for the total resource flows from the ATA units to the ASTA units and vice versa were both moderate and positive in contrast to the ATA-Alberta Education dyads where the corresponding associations were both moderate but negative. Strong, positive correlations were obtained for the frequency of resource flow problems, and the frequency of resource flow interruptions for the ATA-Faculties of Education relationships.

Interunit Communications and Effectiveness

As is indicated by Table 7.3, for the total sample of the ATA-Other Organization dyads the correlation between effectiveness and ease of communications was positive and moderate. Overall, the coefficients for the other seven communications variables were weak. For all four types of dyads, there was a positive correlation between ease of communications and effectiveness. The patterns of correlations for the four modes of communication indicated positive correlations for the ATA-Business Concern relationships, but negative correlations for the ATA-Service Organization relationships.

For the ATA-Stakeholder Organization dyads as a whole, ease of communications was moderately and positively associated with effectiveness. All of the coefficients for the other seven communications variables were weak and negative. For the ATA-Faculties of Education relationships ease of communications was negatively and moderately associated with effectiveness which contrasted with the positive, moderate coefficients for the ATA-ASTA and ATA-Alberta Education relationships. The correlational pattern of the ATA-Faculties of Education dyads was markedly different from that of the ATA-Alberta Education pattern. For each of the eight communication variables, the coefficients were opposite in sign and frequently somewhat different in strength.

Structural Dimensions and Effectiveness

Table 7.3 shows that, over all the dyadic relationships, the degree of formalization of the relationships was positively, but weakly associated with effectiveness. This situation was also true for three of the four dyadic groups, the exception being that of the ATA-Mutual Benefit Association group where the correlation was both positive and strong.

As is shown in Table 7.4, overall, a low correlation was obtained between effectiveness and the formalization of the ATA-Stakeholder Organization relationships. A strong association between formalization and effectiveness was found for the ATA-Faculties of Education relationships. With only two exceptions, the influence linkage variables were positively associated with effectiveness. One of the exceptions was the association between distribution of influence in the ATA-Faculties of Education and effectiveness of the relationships which was strong, but negative.

Resolution of Conflict and Effectiveness

The association between the extent of conflict resolution and effectiveness, for the ATA-Other Organization relationships, overall, was strong and to a similar extent for

three of the four types of dyads. Conflict resolution by avoiding the issues was negatively associated with effectiveness, overall, and for each of the relationships where coefficients could be computed. With the exception of the ATA-Mutual Benefit Association dyads where there was a strong, negative coefficient, the associations between conflict resolution by smoothing over the issues were weak, but positive. Overall, and for each of the four types of dyads, conflict resolution by openly confronting the issues was positively associated with effectiveness. Because of the small sample sizes, correlations between effectiveness and conflict resolution by resorting to the hierarchy could be calculated for only two of the four groups of dyads, and both correlations were weak, but opposite in sign.

As is shown in Table 7.4, overall, the association between the extent of conflict resolution within the ATA-Stakeholder Organization relationships and effectiveness was strong. The correlations were moderate and positive for both the ATA-ASTA and the ATA-Alberta Education dyads, but were weak and negative for the ATA-Faculties of Education dyads. Conflict resolution by avoiding the issues was negatively associated with effectiveness, overall, and for both the ATA-ASTA dyads and the ATA-Alberta Education dyads, but was positively associated for the ATA-Faculties of Education relationships. Although there were only moderate or weak positive correlations for conflict resolution by smoothing over the issues, overall, and for both the ATA-ASTA dyads and the ATA-Alberta Education dyads, there was a positive, strong association for the ATA-Faculties of Education relationships. Although the correlations for the resolution of conflict by openly confronting the issues, overall, and for the ATA-ASTA and the ATA-Alberta Education dyads were positive and either moderate or weak, the correlation for the ATA-Faculties of Education was negative and weak. Overall, there was a weak association between conflict resolution by resorting to the hierarchy and effectiveness. The ATA-ASTA relationships showed a positive, moderate association, but the other two types of dyads showed negative and weak associations.

Boundary-Spanning Roles

According to Robbins (1987, p. 290), boundary spanners are "persons who operate at the periphery or boundary of the organization, performing organizational relevant tasks and relating the organization to elements outside it." They function as exchange agents between the organization and the environment. The boundary spanners who participated in the study performed many roles. For example, within the ATA, boundary spanners included the President, the Executive Secretary, and the Coordinator of Communications. Within a school jurisdiction, boundary spanners included the Chairman of the Board, Superintendent of Schools, and the Secretary-Treasurer. Contact persons within business concerns included public-opinion pollsters, legal counsel, and news reporters. Deans of the Faculties of Education in Alberta, Presidents of associations or federations, the Deputy Minister of Education and numerous senior officials of Alberta Education functioned as exchange agents in the relationships between these organizations and the Alberta Teachers' Association.

Several boundary spanners indicated that relationships had their "ups and downs" largely depending on the personalities involved. Although the nature of relationships seemed to vary according to the issues dealt with, it seems to have varied according to the personal warmth, trust or regard which the boundary spanners had for one another.

DISCUSSION OF THE FINDINGS

Discussed in this section are some of the findings which were summarized in the previous section. The findings are discussed in relation to the literature and the context of the study.

Utility of the Organization Assessment Instruments

Lawler et al. (1980, p. 38) report that much of the research on organizations is "noncumulative and noncommunicable across disciplines." Although it would be

unreasonable and undesirable for all researchers to use the same approach to doing research, these authors believe that considerable benefit would accrue from greater standardization in the use of measures. They summarize the key desirable characteristics of assessment data according to the intended use. For example, to be useful for internal decision making, data should be longitudinal, face valid, easily communicated, comprehensive, and inexpensive. Data for research purposes should be theoretically comprehensive and meaningful, be replicable by other researchers, and possess acceptable psychometric and statistical properties.

Although the Organization Assessment Instruments (OAI) were used in this study only to assess the relationships that existed between the ATA and 44 organizations during a 6-month period, successive applications over a period of years could readily provide valuable longitudinal information for decision-making purposes. On the face of it, the data which the instruments would produce seemed to be very suitable for the intended purpose; that is, the data possessed high face validity. Since the ATA staff members were participating in a study of this type for the first time, an orientation of about one hour was required to acquaint them with the nature of the research and the instrument they were about to complete. Subsequent applications of the OAI in the same context would not require such an expenditure of time. The questionnaire data were processed by computer with only minor difficulty and yielded an abundance of easily communicable, comprehensive data at low cost. In short, the instruments produced data having the key desirable characteristics for decision-making purposes.

Meaningful data were obtained covering all the linkage dimensions of the theoretical framework on which the study was based. The procedures appear to be readily replicable by other researchers. The data satisfy the psychometric and statistical criteria identified by Van de Ven and Ferry (1980, pp. 328-346). Therefore, the data gathered by means of the Organization Assessment Instruments possess the desirable key characteristics for research.

The strategy employed required an initial survey of units within the ATA using the Focal Unit Questionnaire (FQ) and a follow-up survey of the units of the other organizations using the Other Unit Questionnaire (OQ). Although considerable work was involved, the strategy provided a systematic way of obtaining the combined perceptions of the two parties involved in each pairwise relationship. The combined average perceptions probably provide more balanced, "truer" measures of the interunit relational dimensions than the perceptions of only one party. The strategy also permits the identification of discrepancies in perception of the two respondents in a dyad. The versatility of the instruments and strategy also makes possible assessments of the relationships of one or more units of a focal organization with one or more units of organizations in its environment.

Although the FQ and OQ are very useful for obtaining data for both decision making and research, they appear to possess some minor shortcomings, for example, the lack of uniformity among the scales presents some difficulty in averaging or aggregating certain measures. As a result, it was deemed desirable to transform some scales, details of which are included in Appendix F. Also, some terminology of the OQ may not have been completely appropriate for assessing the ATA's relationships with all 44 organizations and may have presented difficulty to the respondents. Nevertheless, only five participants contacted the researcher in regard to relatively minor difficulties.

A researcher may wish to tailor the OAI to the specific needs of an organization by revising or using only parts of the instrument. However, Van de Ven and Ferry (1980, p. 379) caution that the more changes made to the format or content, the less the results of their validity and reliability tests apply to the modified OAI. Since changes in the OAI create a new, untested instrument of measurement, they recommend that only absolutely necessary changes be made, and that "expert technical advice be obtained in making these changes."

The instruments generate large quantities of detailed information, all of which may not be required or even desired by a researcher who may be operating within constraints of time and other resources. In such circumstances, the assessment of the reasons for relationships and the modes of communication may be omitted without jeopardizing the integrity of the instrument. However, assessment of the other variables shown in Table 7.1 (contextual dimensions, resource and communication flows, structural dimensions, conflict resolution, and perceived effectiveness) would appear to be essential to a thorough understanding of an interorganizational relationship. As Table 2.1 (p. 35) shows, these are the variables (with the exception of conflict resolution) used by Mann (1982) in her study. Also, Gessessee (1988) appears to have included most of the Van de Ven and Ferry framework variables in his adaptation of the OAI. He grouped the linkage variables which he used to fit within the "Marrett type" of framework.

Although very useful as research tools, the value of the Van de Ven and Ferry instruments and strategy can be enhanced by incorporating interviews with key personnel into the methodology. For example, data gathered by means of interviews may readily place an interorganizational relationship within its historical context. Also, interviews can help to explore reasons for widely discrepant perceptions of boundary spanners as indicated by their questionnaire responses.

Utility of the Typology Used in the Study

According to McKelvey, (cited by Blau and Scott, 1981, p. 27)

> Organization science, and especially the application of its findings to the problems of organizations and managers, is not likely to emerge with viable laws and principles until substantial progress is made toward an acceptable taxonomy and classification of organizations.

Blau and Scott (1981, p. 27) report that a common tendency of analysts of a particular type of organization is to presume that "arrangements and processes that characterize it are applicable to many or most other types of organizations." They

maintain that organizational typologies help to diminish the impulse of overgeneralizing findings applicable in one setting to others.

Since the study focused on the linkages between the ATA and a large number of organizations, there was a need to reduce complexity to facilitate the requisite level of analysis of the data. As a result, the Blau and Scott (1981, p. 41) typology "which has been widely employed in the study of organizations" was chosen. This typology which focuses attention on organizational goals has as its key variable the prime beneficiary of the organization. As a result of using this classification system four types of dyadic relationships could be studied.

The analysis of variance showed that numerous differences existed in the linkage variables across the four types of dyads. Although some of these differences were not of statistical significance, likely due to small samples, there were many significant differences. Of the 39 instances when a linkage variable mean of one group differed significantly from the mean of another group, 28 occurred between the ATA-Business Concern group and another group. For example, linkage variable means for: reasons for relationship, for work or clients, for technical assistance, and for information; resource dependence; consensus; total resource flows; communications initiated by the ATA unit ; ease of communication; formalization of relationship; extent of conflict resolution; and effectiveness of the ATA-Business Concern relationships were highest of the four types of dyads . Means for this group were lowest for domain similarity, resource flow problems encountered, and frequency of group meetings. The variation in linkage profiles as displayed in Table 7.1 seems to indicate that the dyadic types are quite separate and distinct from one another. In short, there seems good reason for concluding that the Blau and Scott typology is an appropriate way of grouping organizations for a linkage dimension study.

Linkage Variable Profiles of Types of Relationships

Table 7.1 presents the overall means for the 33 linkage variables as well as the analysis of variance findings for the four types of dyads. The plus and minus signs indicate whether a type of dyad mean was higher or lower than the overall mean. Double and triple minuses indicate a greater difference between dyadic type mean and the overall mean. As is shown, the means of some linkage variables are rather similar for the four types of dyad (awareness, personal acquaintance, and other-unit influence over ATA unit). However, the profiles which encompass all the linkage variables appear quite different across the types of relationships.

Patterns of Correlation Coefficients of Types of Relationships

Since they have not attempted to relate the situational and structural factors to ultimate effectiveness outcomes, Van de Ven and Ferry (1980, p. 318) acknowledge that their theory of interorganizational relationships is incomplete. They maintain that the selection of appropriate and relevant effectiveness goals and criteria should be made by the principal user in the setting where the evaluation actually takes place. Once goals are determined, their theory may be enlarged to encompass hypotheses for predicting and explaining the effectiveness of interorganizational coordination. The key question which they pose is a pragmatic one: "What alternative structures are effective in different situations?"

Tables 7.3 and 7.4 represent consolidations of the findings of the correlational analyses presented in Chapters 5 and 6, respectively. The footnotes to the tables provide a key to the interpretation of the symbols in the body of the tables. From the symbols, it would appear that there are some similarities in the patterns of correlation coefficients, such as for the contextual dimension variables. There are, however, numerous differences among the patterns which seems to suggest that some linkage variables are associated with effectiveness differently for different types of interorganizational

relationships. Therefore, the perceptions of the participants provide some indication of the linkage structures that tend to be effective for the different types of relationships.

Conflict Resolution and Effectiveness

Hall (1982, p. 89) states, "Conflict per se, of course, would be detrimental to an organization if it were not resolved." The findings of the study which show strong positive correlations between the extent of conflict resolution and effectiveness seem to support Hall's statement. The findings that, overall, conflict resolution by avoiding the issues is negatively associated, and that conflict resolution by openly confronting the issues is positively associated with effectiveness, are consistent with the prevailing research findings on conflict management. However, the finding that conflict resolution by smoothing over the issues is largely positively related to effectiveness is not consistent with prevailing research findings. Many of the participants in this study were senior, elected or appointed officers of organizations who may tend to view issues from a somewhat "political" standpoint. Having accepted that some disagreement on fundamental issues is inevitable and enduring, they may have preferred to smooth over these issues by playing down their differences and emphasizing common interests as a means of achieving their own organizational goals.

ATA-Stakeholder Organization Relationships

Considerable variations were noticed in the levels of consensus and effectiveness in the relationships between the ATA and the five selected other organizations which have a vested interest in education in Alberta--the stakeholder organizations. For example, the ATA-CASS relationship was less effective than the relationships between the ATA and the other stakeholder organizations. Among the factors that may tend to detract from the effectiveness of the ATA-CASS relationship are the "delicate areas" of salary negotiations, teacher dismissals and involvement with Boards of Reference. The feeling among CASS members that the ATA regards CASS in a patronizing manner, and as an

organization that is not really a stakeholder in the educational arena, may be an impediment to an effective relationship. The persistent efforts of the ATA, and the repeated rejection by CASS on the matter of the inclusion of CASS members as active members of the ATA may also be detrimental to the relationship. If the ATA's efforts were successful, one of the outcomes would likely be the demise of CASS, at least as an important, independent stakeholder educational organization.

The ATA-ASTA relationship was both comparatively low in effectiveness and high in terms of disagreement or conflict. Perhaps the "employee-employer" nature of the ATA-ASTA relationship is such that controversy, rather than cooperation, will tend to be the predominant mode of interaction between these two organizations. Although several examples of cooperative activity were cited by the ATA and ASTA interviewees, it seemed clear that these key representatives would welcome more cooperation and less confrontation, especially confrontation in public. The Alberta School Employee Benefit Plan provides evidence that these two associations can work cooperatively to the mutual benefit of their members.

The practice of the ATA to operate on the basis of resolution was cited by the Deputy Minister of Education as an impediment to effectiveness. In working with officers of the Association who are obliged to operate within policies approved by the Annual Representative Assembly, he applies the "Law of Parsimony"--he engages in consultation only to the extent that it is useful. To achieve the greatest return in policy development he works more with the implementers of policy (teachers) and less with the political representatives of the implementers (ATA). The President of the ATA and the Deputy Minister both regarded the COATS issue as the lowest point of effectiveness during many years of the relationship. However, both regarded the controversy as having been between the ATA and the Minister of Education rather than between the Association and the staff of Alberta Education.

The relationships between the ATA and the Faculties of Education were characterized by high levels of consensus and effectiveness. Numerous teacher-education programs, such as the practicum, are dependent upon a high level of cooperation and a positive relationship between the organizations. Since the practicum is the area in which conflict is likely to occur, it is important that an open, cooperative relationship exist so that problems can be resolved at early stage.

The relationship between the ATA and the Alberta Federation of Home and School Associations appeared to have the highest degrees of consensus, effectiveness and resource dependence. The good working relationship between these organizations has been fostered, in part, by the ATA's provision of meeting space and clerical services to the AFHSA.

Regardless of the degrees of consensus and effectiveness of the relationships, the stakeholder organizations acknowledge that they need to work with this very important, very powerful association of teachers. Although numerous linkage variables were closely associated with effectiveness, the nature of the relationships has also varied "depending on the individuals involved in terms of the personal warmth or regard they have for each other."

CONCLUSIONS

The following conclusions were drawn on the basis of the data examined and the findings obtained.

1. The "linkage dimension approach" of Van de Ven and Ferry (1980) was useful in examining the relationships between the Alberta Teachers' Association and the organizations in its environment.

2. The OAI Interunit Relations Module adequately operationalizes the linkage dimensions of the conceptual framework of Van de Ven and Ferry (1980). The extensive effort required in the use of the strategy which obtains the perceptions of both boundary

spanners in each pairwise relationship is worthwhile. The success of the strategy depends largely on the accuracy of the information provided by the focal unit respondents If the data provided are not accurate, there are likely to be problems in locating the other unit, making contact with the other boundary spanner, and arranging for the completion of the other-unit questionnaire. Problems in this area will likely have an impact on treatment and analysis of data. The data gathered possess the key desirable characteristics for decision making and research in interorganizational relationships. Apart from a few instances where rescaling had to be done, the data were readily amenable to statistical analysis and interpretation.

3. The Blau and Scott (1981) typology proved to be an adequate system of classifying organizations. By placing each of the 44 organizations within one of four categories, complexity was reduced so that four types of interorganizational relationships could be examined. The four types of dyads are those between a Mutual Benefit Association and; Mutual Benefit Associations, Business Concerns, Service Organizations, and Commonweal Organizations.

4. Since boundary-spanning activities are performed by very few people in some organizations, analysis may be somewhat limited due to the small number of respondents. However, the strategy employed in the study and the interviews with key personnel were appropriate for the gathering of the requisite amount and specificity of information.

5. There is reason to believe that profiles of linkage variables varied across the four types of dyadic relationships studied.

6. There is reason to believe that patterns of coefficients of correlation between linkage variables and perceived effectiveness varied across the four types of dyadic relationships studied.

7. Effectiveness of relationships between organizations seems to depend as much on the warmth of the relationship and personal regard which boundary spanners have for one another as on strength of linkage dimensions. The relationships had their "ups and

downs" depending as much on the qualities of the persons involved as on the issues that were being faced.

IMPLICATIONS

On the basis of findings and conclusions derived from this study a number of implications can be identified for consideration. These implications are relevant to practice, theory, and research.

Implications for Practice

The usefulness of the findings for the ATA lies in the considerable amount of information available for decision making on the part of the Executive Secretary and the Coordinators, especially if the OAI is administered at frequent intervals.

Apart from the Department of Education, the ATA and ASTA are the two major stakeholders in education in Alberta between whom there are innumerable areas of interface. Virtually everything that the ASTA does, appears to be of direct concern to the ATA because it represents, and is influential with, the employers of the members of the ATA. Yet, effectiveness of this relationship was of barely moderate degree. The relationship between the ATA and CASS was similarly low in effectiveness. It would appear that the ATA needs to weigh the degree of effectiveness of each relationship in light of the reasons for the interaction and endeavor to make appropriate changes in the linkages to achieve the desired degree of effectiveness.

The practicum program appears to be the area in which conflict is likely to arise between the ATA and the Faculties of Education. The previous crisis in the area of the practicum seems to have been building over a considerable period of time and to have been resolved only with considerable difficulty. Since it was reported that the relationship between the ATA and the faculties might not survive too many of these

crises, continuous efforts should be directed toward maintaining positive, open relationships so that difficulties may be resolved while still minor.

Since boundary spanners play a very important role in the relationships between organizations, care needs to be taken in their selection. They need to be persons who are capable of forming warm, personal relationships with their counterparts in other organizations.

Implications for Theory

The findings appear to support the utility of the Marrett (1971) relational properties approach and Van de Ven and Ferry's (1980) data-gathering instruments for assessing the effectiveness of the relationships between a major educational association and organizations in its environment. A typology for grouping organizations can be used to reduce the complexity.

There is some basis for the speculation that interorganizational relationships vary across types of dyads. However, since the findings relate to the linkages between one particular type of organization and types of other organizations, they should be regarded in this light.

Implications for Research

Several recommendations for further research can be identified as a result of this study:

1. In exploring the recommended areas of research which follow, the Van de Ven and Ferry conceptual framework, strategy and instruments should be employed in the studies. Since the information obtained from the respondents to the Focal Unit Questionnaire (FQ) is essential for the subsequent administration of the Other Unit Questionnaire (OQ), the FQ should be administered in person by the researcher. It may be desirable to complement the Van de Ven and Ferry methodology by the interviewing of key personnel in the organizations being studied.

2. Since a large number of organizations will likely be involved in a study of an organizational set or network, a researcher may prefer to study only the relevant organizations that constitute the core system of the interorganizational set or network. If the interrelationships are numerous and varied, the use of a typology should be considered in order to reduce complexity.

3. A study should be undertaken of an interorganizational set involving a major educational service organization in Alberta (e.g., ASTA) or a major commonweal organization (e.g., Alberta Education) as the focal organization. The findings of such a study may provide further insights into the linkages among types of relationships which differ from the types examined in this study which had a mutual benefit association as the focal organization.

4. A study should be undertaken of the relationships within an interorganizational network comprising three or more of the educational stakeholder organizations in Alberta, such as, Alberta Education, the ATA, and the ASTA. Not all of the activities in an interorganizational network can be explained simply by analyzing relationships between pairs of organizations or units of organizations. Instead, many events are collective phenomena which emerge from the actions of the network as an entity. Consequently, the study of the interorganizational network should include the examination of the overall structure and functioning of the system itself. (Van de Ven and Ferry, 1980).

5. A study should be undertaken of the interorganizational relationships within the joint cooperative teaching practicum programs coordinated by the faculties of education of universities in Alberta. Such a study would be in keeping with the "Alberta tradition" of studies of interorganizational relationships in cooperative educational or vocational training programs which was begun by Andrews (1978) and has been continued by others. At the same time, the study could advance the assessment of linkages beyond that of using global measures to that of using more precise and more detailed measures.

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APPENDIX A

Letter to Professor Andrew H. Van de Ven Requesting Permission to Use the Organization Assessment Instruments and Letter from Professor Andrew H. Van de Ven Granting Permission to Use the Organization Assessment Instruments

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

September 25, 1984

Professor Andrew H. Van de Ven
School of Management
University of Minnesota
271 19th Avenue South
Minneapolis, 55455
U.S.A.

Dear Professor Van de Ven:

This letter will confirm the request I made to you during our telephone conversation of September 24, 1984, that is, I seek your permission to use the OAI Interunit Relations Module.

I am a candidate for the degree of Doctor of Philosophy in the Department of Educational Administration at the University of Alberta. The chairman of my thesis supervisory committee is Dr. E. W. Ratsoy.

Since the topic of my study is in the field of interorganizational relationships, the OAI Interunit Relations Module would be very appropriate for use as an assessment instrument. However, some adaptations to the questionnaires may be required to make them more applicable to the particular organizational setting in which the research is being undertaken.

In return for being permitted to use the Module, I would be prepared to provide you with a report of my findings.

I would appreciate receiving any information on any recent interorganizational studies in which the OAI Interunit Relations Module has been used.

Thank you for your consideration of my request.

Sincerely,

J. H. Jeffrey

JHJ/djp

7-104, EDUCATION NORTH, EDMONTON, ALBERTA, CANADA T6G 2G5 TELEPHONE (403) 432-5241

UNIVERSITY OF MINNESOTA
TWIN CITIES

3M Professor of Human Systems Management
School of Management
271 19th Avenue South
Minneapolis, Minnesota 55455
(612) 376-1502

October 24, 1984

Mr. J. H. Jeffrey
Department of Educational Administration
Faculty of Education
The University of Alberta
7-104 Education North
Edmonton Alberta Canada T6G 2G5

Dear Mr. Jeffrey:

Thank you for your letter requesting permission to use the OAI interunit relations module. You have my permission to do so provided, as you indicate, that you will send me a copy of the raw data and dictionary on the OAI measures. As discussed on the telephone and described in my book with Diane Ferry, our intention is to test the generality of the OAI and to establish norms (averages, standard deviations, correlations) on the OAI indices for different kinds of jobs, groups, and organizations. Your free use of the OAI in return for a copy of your data provides us an opportunity to extend our psychometric development of the OAI.

Cordially,

Andy

Andrew H. Van de Ven

APPENDIX B

Letter Accompanying Questionnaire Sent to Members of Other Organizations (OQ)
and Reminder Letter Sent to Members of Other Organizations

University of Alberta
Edmonton
Canada T6G 2G5

Department of Educational Administration
Faculty of Education
7-104 Education Building North, Telephone (403) 432-5241

Dear

As a graduate student working toward a Doctor of Philosophy degree in Educational Administration, I am currently involved in a research study designed to explore the relationships that exist between the Alberta Teachers' Association (ATA) and a number of organizations with which the ATA interacts.

The study has been approved by the Department of Educational Administration, Faculty of Education, University of Alberta. Dr. Eugene W. Ratsoy, chairman of the supervisory committee, would be pleased to answer any questions that you may have about the status of the proposal (and study) insofar as the Department of Educational Administration is concerned.

The enclosed questionnaire focusses on how your organizational unit interacts with one or more units in the ATA. In a previous survey that I conducted, individuals from some of the organizational units within the ATA reported that they had been involved in some way with your organizational unit during the past six months. (The organizational units of the ATA are named on page 1.) The purpose of this questionnaire, therefore, is to obtain your perspective on the relationship that your unit has experienced with each of these ATA units over the past six months.

Your responses will be regarded as confidential and will be used for statistical purposes only. They will not be released in any form that will allow them to be identified with you.

This questionnaire was designed for use with various organizations including those outside the field of education, so some of the questions may seem a little unusual. If you do not understand any question, I would appreciate your contacting me. You may call me COLLECT from 6:00 p.m. onwards during weekdays and at any time during weekends. My residence phone number is 458-1511.

Your participation is most important to the success of this study. I wish to thank you in advance for your valued contribution. Please return the questionnaire within one week, if at all possible, in the enclosed envelope.

Yours sincerely,

Jim Jeffrey

Jim Jeffrey

15 Morgan Crescent
St Albert, Alberta
T8N 2E1

Dear

A few weeks ago I mailed you a questionnaire regarding the manner in which your organizational unit interacts with one or more units in the Alberta Teachers' Association. If you have already returned the questionnaire, please accept my thanks for your valuable help.

If you have not had a chance to do so as yet, may I ask you to return the complete questionnaire now? Your participation is most important to the success of the study.

As indicated in my previous letter to you, this questionnaire was designed for use with various organizations including those outside the field of education, so some of the questions may seem a little unusual. If you do not understand any question, I would appreciate your contacting me. You may call me COLLECT from 6:00 p.m. onwards during weekdays and at any time during weekends. My residence phone number is 458-1511.

You will note that this questionnaire asks many questions about *your unit* and *other units*.

- *Your unit* includes you (as the supervisor) and all individuals who report *directly* to you. If you are not a supervisor, then your unit includes your immediate supervisor and all individuals (your co-workers) who directly report to your immediate supervisor.

- *Other unit* refers to any other group, department, level, or division within the Alberta Teachers' Association that has been named on page 1 of the quetionnaire.

Once again, your cooperation is greatly appreciated.

Your sincerely,

Jim Jeffrey

APPENDIX C

Focal Unit Questionnaire (FQ) and Other Unit Questionnaire (OQ)

ALBERTA TEACHERS' ASSOCIATION

FOCAL UNIT QUESTIONNAIRE

In varying degrees your unit does not exist in isolation. For a variety of reasons your unit may have to maintain many relationships with other units, departments, and groups outside of the Alberta Teachers Association (ATA). This questionnaire focuses on how your unit interacts with others.

This questionnaire asks you to indicate the most important FIVE units in other organizations that you have worked with in order to accomplish your unit's goals and responsibilities during the PAST SIX MONTHS. Each of the questions will explore some aspect of the relationships between your unit and these other units. Moreover, we hope that your answering the questions will help you step back and evaluate for yourself how your unit interacts with others.

If this survey is to be useful, it is important that you answer each question frankly and honestly. There are no hidden meanings behind any questions. This is not a test, and there are no right or wrong answers.

Your responses are regarded as confidential and will be used for statistical purposes. They will not be released in any way that will allow them to be identified with you.

This questionnaire was designed for use with various organizations including those outside the field of education, so some of the questions may seem a little unusual. If you do not understand any question BE SURE TO ASK FOR HELP! You may call me COLLECT from 6.00 p.m. onwards during weekdays and at any time during week-ends. My residence phone number is 458-1511.

My address is 15 Morgan Crescent
St Albert, Alberta
T8N 2E1

Thank you very much for your cooperation.

General Instructions

Definitions: This questionnaire asks many questions about *your unit* and *other units*.

- *Your unit* includes you (as the supervisor) and all individuals who report *directly* to you. If you are not a supervisor, then your unit includes your immediate supervisor and all individuals (your co-workers) who directly report to your immediate supervisor.

- *Other unit* refers to any other group, department, level, or division outside of the Alberta Teachers' Association that your unit interacts with.

This questionnaire asks you to answer each question five times, once for each of the most important FIVE other units that your unit interacts with. These other units are listed in the columns to the right of the questions. For most questions there is a five-point answer scale with brief descriptions of what the numbers on the scale represent. You are to choose one number that most accurately reflects your answer to each question for each other unit and write it in the appropriate column.

For example you may be asked to respond to a question such as:

How often were you in contact with each of the five units during the past six months?

NEVER	MONTHLY	WEEKLY	DAILY	HOURLY
1	2	3	4	5

If your answers were

"daily" for Unit 1
"monthly" for unit 2
"hourly" for Unit 3
"never" for Unit 4
"weekly" for Unit 5

You would record each answer in the appropriate column as follows:

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
4	2	5	1	3

If you do not understand any question, BE SURE TO ASK FOR HELP. We realize that not all questions are simple.

Again you may call me COLLECT from 6:00 p.m. onwards during weekdays and at any time during week-ends. My residence phone number is 458-1511.

INTRODUCTORY QUESTIONS

The following questions are very important for properly coding and analyzing the data. As indicated before, all responses are kept strictly confidential. When you have completed this questionnaire, seal it in the accompanying envelope.

1. Your NAME: _____

2. Your ADDRESS: _____

3. Your PHONE NUMBER: Business _____ Residence _____

4. Name of UNIT in which you work: _____

   _____

5. Your present JOB TITLE, POSITION or OFFICE: _____

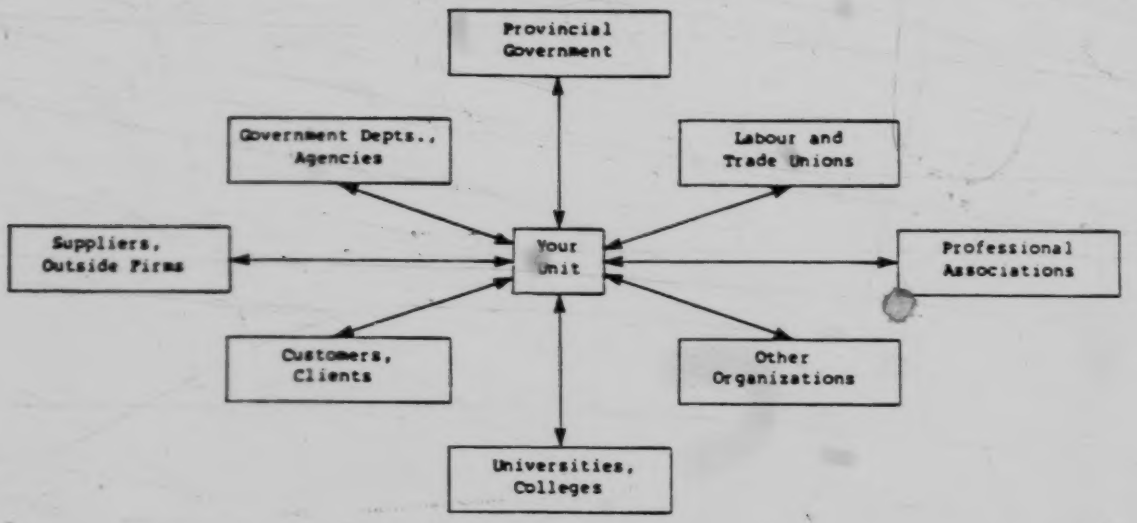
   _____

6. How many years and months have you held this position?

   _____ Years, _____ Months.

7. How many years and months have you worked in the ATA?

   _____ Years, _____ Months.

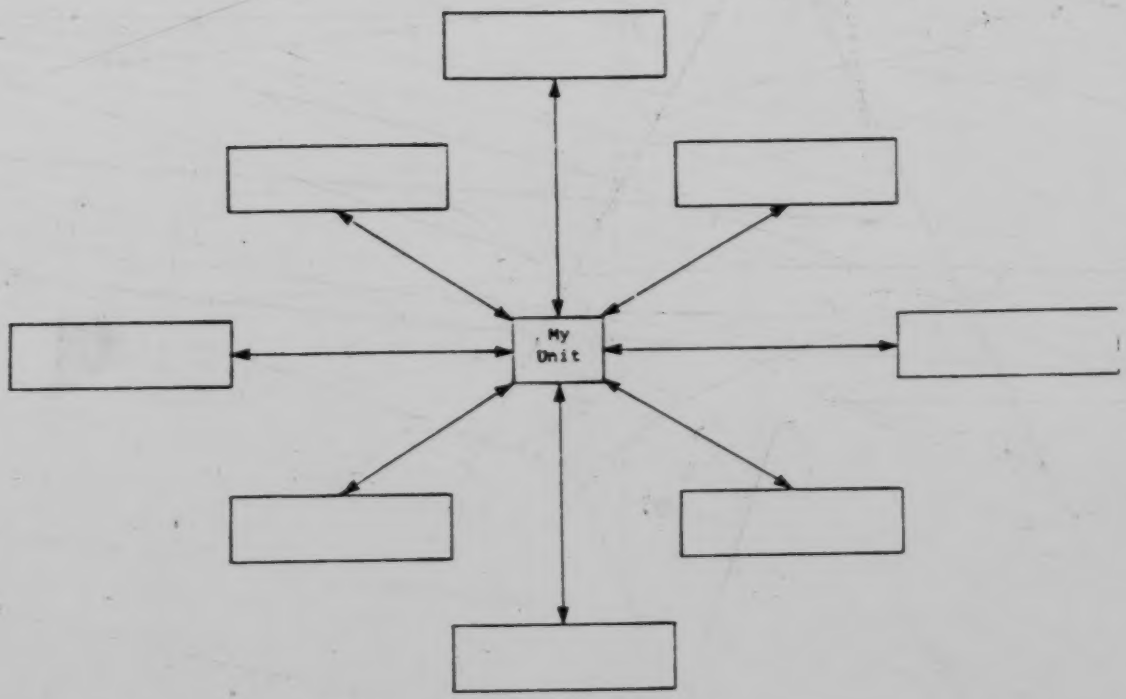


The External Relations of Your Unit

In varying degrees your unit does not exist in isolation. As the figure illustrates, your unit may have to maintain many relationships with other units outside of the Alberta Teachers' Association. These relationships may exist for a variety of purposes, such as: coordinating work flows; obtaining money, personnel, equipment, and technical services; and responding to or initiating administrative directives and rules.

This questionnaire focuses on these external relationships your unit maintained during the PAST SIX MONTHS. In the space below, *draw a picture* that indicates the *major* units, levels and groups outside of the ATA that your unit had contact with during the past SIX MONTHS. Idenfify these other units by name. Use the figure above as a guide for drawing your picture on page v.

PICTURE OF EXTERNAL RELATIONS MAINTAINED BY MY UNIT
DURING PAST SIX MONTHS



WE NOW FOCUS ON THE MOST IMPORTANT "OTHER UNITS" THAT YOUR UNIT MAINTAINED OR DEVELOPED CONTACTS WITH DURING THE PAST SIX MONTHS TO ACCOMPLISH YOUR UNIT'S GOALS AND RESPONSIBILITIES.

IN ALL QUESTIONS, THE TERM "OTHER UNIT" REFERS TO ANY OTHER GROUP, OFFICE, LEVEL, OR DIVISION OUTSIDE OF THE ATA WITH WHICH YOUR UNIT INTERACTS.

1. NAMES OF KEY OTHER UNITS	2. REASONS FOR RELATIONSHIP WITH OTHER UNIT	3. IMPORTANCE
From the picture you drew, write the names of the most important other units that your unit had to interact with during the past 6 months. (Select up to five of the most important other units.)	State as clearly as possible the reasons why your unit had to interact or work with this other unit during the past six months.	How important was this other unit in attaining the goals of your unit during the past 6 months? (Write a number from scale below) 1 = NOT VERY IMPORTANT 2 = SOMEWHAT IMPORTANT 3 = QUITE IMPORTANT 4 = VERY IMPORTANT 5 = ABSOLUTELY CRUCIAL
Unit 1		
Unit 2		
Unit 3		
Unit 4		
Unit 5		

IN THE COLUMNS ON THE RIGHT, PLEASE WRITE THE NAME OF THE FIVE OTHER UNITS THAT YOU SELECTED ON THE PREVIOUS PAGE. THEN ANSWER THE FOLLOWING QUESTIONS FOR EACH OTHER UNIT INDIVIDUALLY BY WRITING IN THE APPROPRIATE COLUMN THE MOST ACCURATE NUMBER FROM THE ANSWER SCALE FOR EACH QUESTION.

	UNIT 1 NAME:	UNIT 2 NAME:	UNIT 3 NAME:	UNIT 4 NAME:	UNIT 5 NAME:
4. a. Do you have a contractual relationship with this other unit?	No Yes	No Yes	No Yes	No Yes	No Yes
b. Is it mandatory by government or trade regulations that you interact with this other unit?	No Yes	No Yes	No Yes	No Yes	No Yes
5. During the past six months, how much was your unit involved with this other unit for each of the following reasons: (use scale below)					
a. To receive or send work or clients (e.g., customers, raw materials, or work objects)?	_____	_____	_____	_____	_____
b. To receive or send resources (money, personnel, equipment, office space)?	_____	_____	_____	_____	_____
c. To receive or send technical assistance (e.g., consultation or staff services in functional areas)?	_____	_____	_____	_____	_____
d. To receive or send information for purposes of coordination, control, planning, or evaluation:	_____	_____	_____	_____	_____
NOT AT ALL (1) — A LITTLE (2) — SOMEWHAT (3) — QUITE A BIT (4) — VERY MUCH (5)					
6. To what extent have the terms of the relationship between your unit and this other unit:	Extent:	Extent:	Extent:	Extent:	Extent:
a. Been explicitly verbalized or discussed?	_____	_____	_____	_____	_____
b. Been written down in detail?	_____	_____	_____	_____	_____
TO NO EXTENT (1) — LITTLE EXTENT (2) — SOME EXTENT (3) — CONSIDERABLE EXTENT (4) — GREAT EXTENT (5)					
7. For how many years has your unit been directly involved in some fashion with this other unit?	____Yrs	____Yrs	____Yrs	____Yrs	____Yrs

PLEASE CONTINUE TO ANSWER THE FOLLOWING QUESTIONS FOR EACH OF THE OTHER UNITS IN THE RIGHT COLUMNS, REMEMBERING TO USE THE SAME UNIT NUMBER AS THAT ON THE PREVIOUS PAGE.

8. Prior to the past six months, to what extent has your unit had effective working relationships with this other unit?
(Write best scale number in each column)

NO PRIOR CONTACT	TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSIDERABLE EXTENT	GREAT EXTENT
0	1	2	3	4	5

9. For this other unit to accomplish its goals and responsibilities, how much does it need the services, resources, or support from your unit?

NOT AT ALL	VERY LITTLE	SOME	QUITE A BIT	VERY MUCH
1	2	3	4	5

10. For your unit to accomplish its goals and responsibilities, how much do you need the services, resources, or support from this other unit?
(Use scale for Question 9.)

11. How well informed are you about the specific goals and services of this other unit?

NOT AT ALL	LITTLE INFORMED	SOMEWHAT INFORMED	QUITE INFORMED	VERY WELL INFORMED
1	2	3	4	5

12. How much say or influence does this other unit have on the internal operations of your unit?

NONE	LITTLE	SOME	QUITE A BIT	VERY MUCH
1	2	3	4	5

13. How much say or influence does your unit have on the internal operations of this other unit?
(Use scale for Question 12.)

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5

14. Write the name and address of the primary individual that you contact or communicate with when dealing with this other unit.

UNIT 1: Name: Address:

UNIT 2: Name: Address:

UNIT 3: Name: Address:

UNIT 4: Name: Address:

UNIT 5: Name: Address:

PLEASE CONTINUE TO ANSWER THE FOLLOWING QUESTIONS FOR EACH OF THE OTHER UNITS IN THE RIGHT COLUMNS, REMEMBERING TO USE THE SAME UNIT NUMBER AS THAT ON THE PREVIOUS PAGE.

15. How many years and months have you personally known the contact person in this other unit?

16. How well are you personally acquainted with the contact person in this other unit?

NO PERSONAL ACQUAINTANCE	NOT VERY WELL	SOMEWHAT WELL	QUITE WELL	VERY WELL
1	2	3	4	5

17. How much do you and this contact person agree or disagree on:

a. The goal priorities of your unit?

b. The specific ways work is done or services are provided by your unit?

c. The specific terms of the relationship between your unit and this other unit?

DON'T KNOW	DISAGREE MUCH	AGREE A LITTLE	AGREE SOMEWHAT	AGREE QUITE A BIT	AGREE VERY MUCH
0	1	2	3	4	5

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
15.	____Years ____Months	____Years ____Months	____Years ____Months	____Years ____Months	____Years ____Months
16.					
17a.					
17b.					
17c.					

PLEASE CONTINUE TO ANSWER THE FOLLOWING QUESTIONS FOR EACH OF THE OTHER UNITS IN THE RIGHT COLUMNS, REMEMBERING TO USE THE SAME UNIT NUMBER AS THAT ON THE PREVIOUS PAGE.

18. To what extent does this other unit:

    a. Obtain its <u>funding</u> from the same <u>source</u> as your unit does?

    b. Do the same <u>kind of work</u> as your unit does?

    c. Have the same <u>clients or customers</u> as your unit?

    d. Have <u>operating goals similar</u> to your unit's goals?

    e. Have <u>employees</u> with <u>similar professional or trade skills</u> as those required of personnel in your unit?

    f. Use the same <u>technology, equipment, or information sources</u> as your unit in doing its work?

DON'T KNOW	TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSIDERABLE EXTENT	GREAT EXTENT
0	1	2	3	4	5

19. To what extent did individuals in this other unit <u>hinder</u> your unit in performing its functions during the past six months? (Use scale for Question 18 above.)

20. Consider now the <u>equality</u> of the give-and-take relationship with each unit. Compared to other units that you are involved with, <u>how fair</u> do you feel are the <u>"payoffs" to your unit</u> from this unit?

WE GET MUCH LESS THAN WE OUGHT	WE GET SOMEWHAT LESS THAN WE OUGHT	BALANCED	WE GET SOMEWHAT MORE THAN WE OUGHT	WE GET MUCH MORE THAN WE OUGHT
1	2	3	4	5

21. During the past six months, <u>how frequently</u> have people in your unit <u>communicated or been in contact</u> with people in this other unit?

NOT ONCE	1-2 TIMES	ABOUT MONTHLY	ABOUT EVERY 2 WEEKS	ABOUT WEEKLY	ABOUT DAILY	MANY TIMES DAILY
0	1	2	3	4	5	6

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____

PLEASE CONTINUE TO ANSWER THE FOLLOWING QUESTIONS FOR EACH OF THE OTHER UNITS IN THE RIGHT COLUMNS, REMEMBERING TO USE THE SAME UNIT NUMBER AS THAT ON THE PREVIOUS PAGE.

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
22. Specifically, how frequently did your unit communicate with this other unit through each of the following ways during the past six months:					
a. Through written letters, memos, or reports of any kind?	____	____	____	____	____
b. Through personal face-to-face discussions?	____	____	____	____	____
c. Through telephone calls?	____	____	____	____	____
d. Through group or committee meetings between three or more people from your unit and this other unit? (Use scale for Question 21.)	____	____	____	____	____
23. In general, what percent of all these communications with this other unit were initiated by people in your unit during the past six months? (Indicate percent.)	____%	____%	____%	____%	____%
24. Overall, how much difficulty do you experience in getting ideas clearly across to individuals in this other unit when you communicate with them?	____	____	____	____	____
25. When you wanted to communicate with individuals in this other unit, how much difficulty have you had getting in touch with them? (Use scale for Questions 24.)	____	____	____	____	____
THE NEXT TWO QUESTIONS MAY BE DIFFICULT TO ANSWER. MAKE THE MOST APPROXIMATE ESTIMATE YOU CAN. WRITE "0" IF YOUR ANSWER IS NONE OR NOT APPLICABLE.					
26. During the past six months:					
a. What percent of your total working hours did you spend on matters directly related to the operations, work, or projects of this other unit?	____%	____%	____%	____%	____%
b. What percent of all the work done by your unit came from this other unit?	____%	____%	____%	____%	____%
c. What percent of all technical assistance and services did you receive from this other unit?	____%	____%	____%	____%	____%
d. What percent of your unit's operating budget (money, personnel, supplies, equipment) was obtained from this other unit?	____%	____%	____%	____%	____%

NO CONTACT	NONE	LITTLE	SOME	QUITE A BIT	VERY MUCH
0	1	2	3	4	5

PLEASE CONTINUE TO ANSWER THE FOLLOWING QUESTIONS FOR EACH OF THE OTHER UNITS IN THE RIGHT COLUMNS, REMEMBERING TO USE THE SAME UNIT NUMBER AS THAT ON THE PREVIOUS PAGE.

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
27. During the past six months:					
a. What <u>percent of all the work completed by your unit</u> was <u>sent to</u> this other unit?	____%	____%	____%	____%	____%
b. What <u>percent</u> of all <u>resources allocated by your unit</u> was <u>given to</u> this other unit?	____%	____%	____%	____%	____%
c. What <u>percent</u> of all <u>person-hours of technical assistance or services</u> provided by your unit was <u>given to</u> this other unit?	____%	____%	____%	____%	____%
28. During the past six months, <u>how much the same</u> were these work materials, resources, or services each time they were sent to or received from this other unit?	____	____	____	____	____
ALMOST ALL THE SAME EACH TIME (1) / MOSTLY THE SAME EACH TIME (2) / ABOUT HALF THE SAME EACH TIME (3) / MOSTLY DIFFERENT EACH TIME (4) / ALMOST ALL DIFFERENT EACH TIME (5)					
29. To what <u>extent</u> did your unit <u>encounter interruptions or delays</u> to the <u>normal flows</u> of work, resources, or services from or to this other unit during the past six months?	____	____	____	____	____
TO NO EXTENT (1) / LITTLE EXTENT (2) / SOME EXTENT (3) / MUCH EXTENT (4) / VERY GREAT EXTENT (5)					
30. During the past six months, <u>how often</u> did <u>exceptions or problems arise</u> in sending or receiving work, resources, or services to or from this other unit?	____	____	____	____	____
NOT ONCE (1) / 1 OR 2 TIMES (2) / ABOUT MONTHLY (3) / ABOUT WEEKLY (4) / ABOUT DAILY (5) / SEVERAL TIMES A DAY (6)					

PLEASE CONTINUE TO ANSWER THE FOLLOWING QUESTIONS FOR EACH OF THE OTHER UNITS IN THE RIGHT COLUMNS, REMEMBERING TO USE THE SAME UNIT NUMBER AS THAT ON THE PREVIOUS PAGE.

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____

31. To coordinate activities with this other unit during the past six months, to what extent:

    a. Have standard operating procedures been established (e.g., rules, policies, forms, etc.)?

    b. Are formal communication channels followed?

TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSIDERABLE EXTENT	GREAT EXTENT
1	2	3	4	5

32. During the past six months, how often were there disagreements or disputes between people in your unit and this other unit?

NOT ONCE	ABOUT ONCE A MONTH	ABOUT EVERY 2 WEEKS	ABOUT ONCE A WEEK	SEVERAL TIMES A WEEK	EVERY DAY
1	2	3	4	5	6

33. When these disagreements or disputes occurred, how often were they handled in each of the following ways during the past six months?

    a. By ignoring or avoiding the issues?

    b. By smoothing over the issues?

    c. By bringing the issues out in the open and working them out among the parties involved?

    d. By having a higher level manager or authority resolve the issues between the parties involved?

ALMOST NEVER	SELDOM	ABOUT HALF THE TIME	OFTEN	ALMOST ALWAYS
1	2	3	4	5

34. How well are any differences worked out at this time between your unit and this other unit?

VERY POORLY	POORLY	ABOUT HALF ADEQUATELY	QUITE WELL	VERY WELL
1	2	3	4	5

TO CONCLUDE THIS SECTION, PLEASE ANSWER THE FOLLOWING QUESTIONS USING THE SCALE FOLLOWING QUESTION 41.

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
35. To what extent has <u>this other unit</u> carried out its responsibilities and commitments in regard to your unit during the past six months?	____	____	____	____	____
36. To what extent has <u>your unit</u> carried out your responsibilities and commitments in regard to this other unit during the past six months?	____	____	____	____	____
37. To what extent do you feel the <u>relationship</u> between your unit and this other unit is <u>productive</u>?	____	____	____	____	____
38. To what extent is the <u>time</u> and <u>effort spent</u> in developing and maintaining the relationship with this other unit <u>worthwhile</u>?	____	____	____	____	____
39. Overall, to what extent were you <u>satisfied with the relationship</u> between your unit and this other unit during the past six months?	____	____	____	____	____
40. During the past six months, to what extent has <u>your unit changed or influenced</u> the services or operations of <u>this other unit</u>?	____	____	____	____	____
41. During the past six months, to what extent has <u>this other unit changed or influenced</u> the services or operations of <u>your unit</u>?	____	____	____	____	____

TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSIDERABLE EXTENT	GREAT EXTENT
1	2	3	4	5

QUESTIONNAIRE

This questionnaire is part of a survey that is being conducted to learn how various organizational units interact with one another.

This particular questionnaire focuses on how your organizational unit interacts with one or more units in the ALBERTA TEACHERS' ASSOCIATION. These units are designated on page 1. In a previous survey individuals from these units reported that they were involved in some way with your organizational unit during THE PAST SIX MONTHS. The purpose of this questionnaire is to obtain your perspective of the relationship your unit has had with each of these other units in the ALBERTA TEACHERS' ASSOCIATION (ATA) during the past six months.

Please answer each question frankly and honestly. There are no hidden meanings behind any of the questions. This is not a test, and there are no right or wrong answers. Your answers are kept strictly confidential and will be seen only by the researcher. Your answers will be grouped with those of other people, and no individual will ever be identified.

Please complete this questionnaire within a week from the time you receive it. When you have finished, please seal your questionnaire in the enclosed self-addressed and stamped envelope and return it by mail.

General Instructions

For most questions there is a five-point answer scale with brief descriptions of what the numbers on the scale represent. You are to choose one number that most accurately reflects your answer to the question for each designated other unit and write it in the appropriate column.

For example you may be asked to respond to a question such as:

> How often were you in contact with each of the five units during THE PAST SIX MONTHS?

NEVER	MONTHLY	WEEKLY	DAILY	HOURLY
1	2	3	4	5

If your answers were

"daily" for Unit 1
"monthly" for unit 2
"hourly" for Unit 3
"never" for Unit 4
"weekly" for Unit 5

You would record each answer in the appropriate column as follows:

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
4	2	5	1	3

If you do not understand any question, BE SURE TO ASK FOR HELP. We realize that not all questions are simple. You may call me COLLECT from 6:00 p.m. onwards during weekdays and at any time during week-ends. My residence phone number is 458-1511.

The following information is required for coding and analyzing the data. Your name, address and phone number will be useful should you need to be contacted for further information. As indicated before, all responses are kept strictly confidential.

1. Your NAME: _____ _____

2. Your ADDRESS: _____

3. Your PHONE NUMBER: _____

4. Name of ORGANIZATION in which you work: _____

_____

5. Name of OFFICE or DIVISION in which you work: _____

_____

6. Name of UNIT in which you work: _____

_____

7. Your present JOB TITLE or POSITION: _____

8. How many years and months have you held this position?

_____ Years, _____ Months.

9. How many years and months have you worked in your organization?

_____ Years, _____ Months.

IN A PREVIOUS SURVEY, THE CONTACT PERSONS FROM THE FOLLOWING UNIT(S) IN THE ALBERTA TEACHERS' ASSOCIATION REPORTED THAT THEY INTERACTED IN SOME WAY WITH YOUR ORGANIZATIONAL UNIT DURING THE PAST SIX MONTHS.

Unit 1. Name _____ Contact person _____

Unit 2. Name _____ Contact person _____

Unit 3. Name _____ Contact person _____

Unit 4. Name _____ Contact person _____

Unit 5. Name _____ Contact person _____

WE WOULD LIKE YOUR PERSPECTIVE ON THESE INTERUNIT RELATIONSHIPS. PLEASE ANSWER THE QUESTIONS FOR EACH OF THE DESIGNATED OTHER UNITS INDIVIDUALLY. WRITE IN THE APPROPRIATE COLUMNS THE NUMBER FROM THE ANSWER SCALE THAT REFLECTS YOUR MOST ACCURATE ANSWER TO EACH QUESTION FOR EACH OTHER UNIT. BE SURE TO USE THE COLUMN WITH THE SAME UNIT NUMBER AS THAT DESIGNATED ABOVE TO ANSWER THE QUESTIONS FOR EACH OF THE OTHER UNITS. IF NO NAMES ARE WRITTEN ABOVE FOR UNITS 2-5, THEN LEAVE THOSE COLUMNS BLANK.

1. How well are you personally acquainted with the contact person in this other unit?

NO PERSONAL ACQUAINTANCE	NOT VERY WELL	SOMEWHAT WELL	QUITE WELL	VERY WELL
1	2	3	4	5

2. How much do you and this contact person agree or disagree on:

   a. The goal priorities of your unit?

   b. The specific ways work is done or services are provided by your unit?

   c. The specific terms of the relationship between your unit and this other unit?

DON'T KNOW	DISAGREE MUCH	AGREE A LITTLE	AGREE SOMEWHAT	AGREE QUITE A BIT	AGREE VERY MUCH
0	1	2	3	4	5

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
1.	____	____	____	____	____
2a.	____	____	____	____	____
2b.	____	____	____	____	____
2c.	____	____	____	____	____

PLEASE CONTINUE TO ANSWER THE FOLLOWING QUESTIONS FOR EACH OF THE OTHER UNITS IN THE RIGHT COLUMNS, REMEMBERING TO USE THE SAME UNIT NUMBER AS THAT ON THE PREVIOUS PAGE.

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5

3. How well informed are you about the specific goals and services of this other unit?

NOT AT ALL INFORMED	LITTLE INFORMED	SOMEWHAT INFORMED	QUITE INFORMED	VERY WELL INFORMED
1	2	3	4	5

4. Prior to the past six months, to what extent has your unit had effective working relationships with this other unit?

NO PRIOR CONTACT	TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSIDERABLE EXTENT	GREAT EXTENT
0	1	2	3	4	5

5. During the past six months, how much was your unit involved with this other unit for each of the following reasons:

a. To receive or send work or clients (e.g., customers, raw materials, or work objects)?

b. To receive or send resources (money, personnel, equipment, office space)?

c. To receive or send technical assistance (e.g., consultation or staff services in functional areas)?

d. To receive or send information for purposes of coordination, control, planning, or evaluation?

NOT AT ALL	A LITTLE	SOMEWHAT	QUITE A BIT	VERY MUCH
1	2	3	4	5

6. Consider now the equality of the give-and-take relationship with each unit. Compared to other units that you are involved with, how fair do you feel are the "payoffs" to your unit from this other unit?

WE GET MUCH LESS THAN WE OUGHT	WE GET SOMEWHAT LESS THAN WE OUGHT	BALANCED	WE GET SOMEWHAT MORE THAN WE OUGHT	WE GET MUCH MORE THAN WE OUGHT
1	2	3	4	5

PLEASE CONTINUE TO ANSWER THE FOLLOWING QUESTIONS FOR EACH OF THE OTHER UNITS IN THE RIGHT COLUMNS, REMEMBERING TO USE THE SAME UNIT NUMBER AS THAT ON THE PREVIOUS PAGE.

7. For this other unit to accomplish its goals and responsibilities, how much does it need the services, resources, or support from your unit?

NOT AT ALL	VERY LITTLE	SOME	QUITE A BIT	VERY MUCH
1	2	3	4	5

8. For your unit to accomplish its goals and responsibilities, how much do you need the services, resources, or support from this other unit? (Use scale for Question 7.)

9. How much say or influence does this other unit have on the internal operations of your unit?

NONE	LITTLE	SOME	QUITE A BIT	VERY MUCH
1	2	3	4	5

10. How much say or influence does your unit have on the internal operations of this other unit? (Use scale for Question 9.)

11. To what extent have the terms of the relationship between your unit and this other unit:

    a. Been explicity verbalized or discussed?

    b. Been written down in detail?

TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSIDERABLE EXTENT	GREAT EXTENT
1	2	3	4	5

12. During the past six months, what percent of your total working hours did you spend on matters directly related to the operations, work, or activities of this other unit? - Indicate percent.

13. During the past six months, how frequently have people in your unit communicated or been in contact with people in this other unit?

NOT ONCE	1-2 TIMES	ABOUT MONTHLY	ABOUT EVERY 2 WEEKS	ABOUT WEEKLY	ABOUT DAILY	MANY TIMES DAILY
0	1	2	3	4	5	6

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____%	____%	____%	____%	____%
____	____	____	____	____

PLEASE CONTINUE TO ANSWER THE FOLLOWING QUESTIONS FOR EACH OF THE OTHER UNITS IN THE RIGHT COLUMNS, REMEMBERING TO USE THE SAME UNIT NUMBER AS THAT ON THE PREVIOUS PAGE.

14. When you want to communicate with individuals in this other unit, how much difficulty have you had getting in touch with them?

NO CONTACT	NONE	LITTLE	SOME	QUITE A BIT	VERY MUCH
0	1	2	3	4	5

15. Overall, how much difficulty do you experience in getting ideas clearly across to individuals in this other unit when you communicate with them? (Use scale for Question 14.)

16. During the past six months, how often were there disagreements or disputes between people in your unit and this other unit?

NOT ONCE	ABOUT ONCE A MONTH	ABOUT EVERY 2 WEEKS	ABOUT ONCE A WEEK	SEVERAL TIMES A WEEK	EVERY DAY
1	2	3	4	5	6

17. To what extent did individuals in this other unit hinder your unit in performing its functions during the past six months?

DON'T KNOW	TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSIDERABLE EXTENT	GREAT EXTENT
0	1	2	3	4	5

18. How well are any differences worked out at this time between your unit and this other unit?

VERY POORLY	POORLY	ADEQUATELY	QUITE WELL	VERY WELL
1	2	3	4	5

19. Overall, how important was this other unit in attaining the goals of your unit during the past six months?

NOT VERY IMPORTANT	SOMEWHAT IMPORTANT	QUITE IMPORTANT	VERY IMPORTANT	ABSOLUTELY CRUCIAL
1	2	3	4	5

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____

FINALLY, PLEASE ANSWER THE FOLLOWING QUESTIONS USING THE SCALE FOLLOWING QUESTION 26.

20. To what extent has <u>this other unit</u> carried out its responsibilities and commitments in regard to your unit during the past six months?

21. To what extent has <u>your unit</u> carried out your responsibilities and commitments in regard to this other unit during the past six months?

22. To what extent do you feel the <u>relationship</u> between your unit and this other unit is <u>productive</u>?

23. To what extent is the <u>time and effort spent</u> in developing and maintaining the relationship with this other unit <u>worthwhile</u>?

24. Overall, to what extent are you <u>satisfied with the relationship</u> between your unit and this other unit during the past six months?

25. During the past six months, to what extent has <u>your unit changed or influenced</u> the services or operations of <u>this other unit</u>?

26. During the past six months, to what extent has <u>this other unit changed or influenced</u> the services or operations of <u>your unit</u>?

TO NO EXTENT	LITTLE EXTENT	SOME EXTENT	CONSIDERABLE EXTENT	GREAT EXTENT
1	2	3	4	5

UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____
____	____	____	____	____

Thank you very much for completing this questionnaire.

Please insert this questionnaire in the self-addressed and stamped envelope and return it by mail.

APPENDIX D

Interview Guide, Names of Persons Interviewed, and
Letter of Approval of Interview Data

INTERVIEW QUESTIONS

1. (1) Can you give me some of the reasons for _____ interacting or working with _____ ?

   (2) How has the relationship developed over time?

   (3) What is the present state of the relationship?

2. (1) Generally, is the relationship cooperative or competitive (adversarial)?

   (2) Can you give me an instance of _____ and _____ working cooperatively together? Can you give me another instance, etc?

   (3) Can you give me an instance of _____ and _____ being in a competitive (adversarial) situation? Can you give me another example, etc?

3. (1) Have there been conflicts or disagreements between _____ and _____ ?

   (2) Can you give me an illustration of a conflict situation?

   (3) Was there a resolution of the conflict? If so, how was it resolved?

   (4) How did this conflict affect the relationship between _____ and _____ ?

   (5) Can you give me another example, etc?

4. Consider the period September, 1984 to August, 1985.

   (1) Can you give me an example of an issue or a need that prompted communication (e.g., more phone calls, face-to-face meetings) or exchange of other resources (e.g., people, money) during this period?

   (2) What sort of communication or exchange of other resources occurred?

   (3) Can you give me another illustration, etc?

5. The effectiveness of the relationship is defined as the extent to which _____ and _____ carry out their commitments and the extent to which you perceive the relationship to be worthwhile, productive and satisfying. Bearing in mind this definition of effectiveness:

   (1) Has the relationship become more effective or less effective over time?

   (2) Can you think of a circumstance, event or issue that made the relationship more effective? Can you think of another, etc?

   (3) Can you think of a circumstance, event or issue that made the relationship less effective? Can you think of another, etc?

6. Global Rating of Effectiveness

   (a) When would you say that the highest point of effectiveness occurred? What caused this to happen? On a scale of 1 to 10, how would you rate this highest point of effectiveness?

   (b) When would you say that the lowest point of effectiveness occurred? What caused this to happen? On a scale of 1 to 10, how would you rate this lowest point of effectiveness?

   (c) On a scale of 1 to 10, how would you rate the present level of effectiveness?

NAMES OF PERSONS INTERVIEWED

Alberta Teachers' Association

Ms. Nadene Thomas, President

Ms. Judy Michiel, Vice President

Dr. Bernard Keeler, Executive Secretary

Dr. Nick Hymyk, Associate Executive Secretary

Alberta Federation of Home and School Association

Ms. Diane Almberg, President

Alberta Education

Dr. Reno Bosetti, Deputy Minister

Alberta School Trustees Association

Dr. Lawrence Tymko, Acting Executive Director

Conference of Alberta School Superintendents

Mr. Robert David, President

Faculty of Education, University of Alberta

Dr. Robert Patterson, Dean

15 Morgan Crescent
St. Albert
Alberta, T8N 2E1
July 6, 1989

Dear

Re: Approval of Interview Data

You may recall that, at the interview some time ago, I advised you that you would have the opportunity to peruse pertinent interview data prior to their inclusion in my dissertation.

Since I expect to defend my thesis within the next two or three months, I would appreciate receiving your consent to include the enclosed material in the document. In the event that I may not have recorded accurately the substance of your comments, please make the appropriate changes on the draft and return it to me as soon as possible in the enclosed stamped, self-addressed envelope.

I would appreciate receiving your early reply.

Sincerely,

JAMES H. JEFFREY

APPENDIX E

Objectives, Mandates, and Core Value Statements of Stakeholder Organizations

OBJECTIVES, MANDATES, AND CORE VALUE STATEMENTS OF STAKEHOLDER ORGANIZATIONS

Conference of Alberta School Superintendents (CASS)

According to the *Conference of Alberta School Superintendents Handbook (1987)*, the membership of CASS consists of all locally employed superintendents of schools in the province of Alberta and the Northwest Territories. In addition, other certificated educational officers in school board central offices who are excluded from the local bargaining unit are eligible for membership. From its establishment in 1963, CASS has sought and has now achieved recognition as a stakeholder in education in Alberta.

The objectives of CASS which pertain to this study of interorganizational relationships are described in the CASS Handbook (p. 3) as follows:

> 2. To promote good relationship between the members of the Association [CASS] and Alberta Education, the Government of Alberta, the school boards of the Province, The Alberta School Trustees' Association, The Alberta Teachers' Association and all other educational agencies....
>
> 7. To contribute to education in Canada and to cooperate in providing:
> (a) a national voice on educational matters;
> (b) communication among educational administrators in Canada;
> (c) promotion of Canada-wide professional development; and
> (d) liaison with other national and international organizations having an interest in education.

Alberta Federation of Home and School Associations (AFHSA)

Article I of the *Constitution and By-Laws 1970* of the AFHSA specifies that the Federation shall be composed of all organized and affiliated units within school areas in the Province of Alberta. Also, other School Associations shall, upon meeting certain requirements, be admitted to the Federation. Among the objectives of the Federation stated in Section 2 of Article III of the Constitution and By-Laws are the following which are pertinent to this study of interorganizational relationships.

> (ii) The membership shall encourage and stimulate responsible and critical examination and evaluation of the educational system in all its aspects, and shall, where it is considered necessary or desirable, recommend improvements.
> (iii) The membership shall take appropriate steps to impress upon the authorities responsible for public education the need for educational improvements which

the membership deem advisable. Where necessary the membership shall press for action from such authorities.
(iv) The membership shall support, wherever appropriate, other organizations concerned with improvement in public education, and shall solicit support from other organizations for our recommendations.

Alberta School Trustees' Association (ASTA)

The board of trustees of each non-divisional school district, school division or county in the Province is automatically a member of the Association unless such a board wishes to be excluded from membership. Publicly supported school systems in the Northwest Territories are also eligible for membership of the Association.

In 1939, the Association was incorporated by *The Alberta School Trustees' Association Act* which may rightly be regarded as the Constitution of the ASTA. Section 3 of this Act specifies the ASTA's objects, powers and purposes which remain unchanged to the present day and which include the following which are relevant to the study of interorganizational relationships.

(a) to consider and deal with matters relating to education and school administration in the Province with a view to the betterment thereof:
(b) to provide a medium of expression of the views and suggestions of school trustees of the Province on matters pertaining to education:
(c) to cooperate with other similar associations in Canada in matters of national educational interest:...
(f) to cooperate for the promotion, guidance and improvement of legislation on educational school questions.

Alberta Education

The Department of Education Act (Chapter D-17 of The Revised Statutes of Alberta 1980) provides that, "There shall be a department of the Government called the Department of Education over which shall preside ...[the] Minister of Education" (Section 2). Also, "that part of the administration of the Government relating to education is under the administration of the Minister of Education ..." (Section 3). With regard to staff, Section 4 (1) provides that "...there may be appointed a Deputy Minister of Education and any other employees required for the conduct of the business of the Department."

According to *Alberta Education Core Values (1987)*, the Department is committed to ensuring that the best possible education is available to Alberta students from Early Childhood Services to Grade 12. The core value statements provide guidelines for the honoring of this commitment, one of which is pertinent to this study of interorganizational relationships.

> Alberta Education consults and cooperates with members of the community, both in the public and private sectors. The consultation process provides an opportunity for members of the community to contribute to policy development in education. It also results in policies which are innovative and which reflect the needs and values of a variety of individuals and organizations. (p.6).

APPENDIX F

Changes Made to the Questionnaires

Changes Made to Interunit Relations Module (FQ and OQ)

1. FQ items 4a and 4b were deleted since they were not appropriate to this study. FQ items 4c and 4d were then renumbered 4a and 4d, respectively

2. To facilitate statistical analysis, the following changes were made to the original scales.

(1) Prior Effectiveness of Relationship: FQ 8 and OQ4. "No prior contact = 0" was omitted and scale converted to a 5-point scale (1-5).

(2) Consensus/Conflict: FQ 17a, b and c; OQ 2a, b and c. "Don't know = 0" was omitted and considered as "no response." Scale converted to a 5-point scale (1-5).

(3) Domain Similarity: FQ 18a, b, c, d, e and f. "Don't know = 0" was omitted and considered as "no response." Scale converted to a 5-point scale (1-5).

(4) Ease of Communication. "No contact = 0" was omitted. No other change to scale which was still reversed.

(5) Relationship Mandated or not Mandated: FQ 4a and 4b scores are aggregated. Scale is 1 = Yes, 0 = No. Converted to a 5-point scale so that: 0 = 1, 1 = 3, and 2 = 5 on new scale.

(6) Awareness of Other Unit, FQ7 and Personal Acquaintance, FQ15 measures were converted to a 5-point scale.

1 - 2 years	= 1
3 - 4 years	= 2
5 - 6 years	= 3
7 - 8 years	= 4
9 or more	= 5